

C  
T H  
1901/02

# **TABOR COLLEGE**

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## **AND**

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# **TABOR ACADEMY**

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**1902 - 1903**

*Issued May 1, 1902*





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Thirty-seventh Annual  
Announcement

Tabor College

1902-1903

1902

MAY							JUNE							JULY							AUGUST						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat
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1903

JANUARY							FEBRUARY							MARCH							APRIL						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat
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18	19	20	21	22	23	24																					

## COLLEGE CALENDAR.

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### 1902.

<i>May 16—Friday,</i>	- - - - -	<i>Annual Field Day</i>
<i>30—Friday,</i>	- - - - -	<i>Memorial Day</i>
<i>June 14—Saturday Evening,</i>	-	<i>Students' Recital in Music</i>
<i>15—Sunday Morning,</i>	- -	<i>Baccalaureate Sermon</i>
<i>16—Monday Evening,</i>	- - - - -	
- - -	-	<i>Graduation Exercises of the Academy</i>
<i>17—Tuesday Morning,</i>	- - - - -	
- - -	-	<i>Annual Meeting of the Board of Trustees</i>
<i>17—Tuesday Afternoon,</i>	- -	<i>Alumni Address</i>
<i>17—Tuesday Evening,</i>	- - -	<i>The Concert</i>
<i>18—Wednesday Morning,</i>	- - - - -	
- - -	-	<i>Thirty-sixth Annual Commencement</i>
<i>Sept. 17—Wednesday,</i>	- - - - -	<i>Fall Term Begins</i>
<i>Nov. 27—Thursday,</i>	- - - - -	<i>Thanksgiving Day</i>
<i>Dec. 24—Wednesday,</i>	- - - - -	<i>Fall Terms Ends</i>

### 1903.

<i>Jan. 7—Wednesday,</i>	- - -	<i>Winter Term Begins</i>
<i>29—Thursday,</i>	- -	<i>Day of Prayer for Colleges</i>
<i>Mar. 25—Wednesday,</i>	- - -	<i>Winter Term Ends</i>
<i>April 1—Wednesday,</i>	- - -	<i>Spring Term Begins</i>
<i>May 15—Friday,</i>	- - - - -	<i>Annual Field Day</i>
<i>30—Saturday,</i>	- - - - -	<i>Memorial Day</i>
<i>June 13—Saturday Evening,</i>	-	<i>Students' Recital in Music</i>
<i>14—Sunday Morning,</i>	-	<i>Baccalaureate Sermon</i>
<i>15—Monday Evening,</i>	- - - - -	
- - -	-	<i>Graduation Exercises of the Academy</i>
<i>16—Tuesday Morning,</i>	- - - - -	
- - -	-	<i>Annual Meeting of the Board of Trustees</i>
<i>16—Tuesday Afternoon,</i>	- -	<i>Alumni Address</i>
<i>16—Tuesday Evening,</i>	- - -	<i>The Concert</i>
<i>17—Wednesday Morning,</i>	- - - - -	
- - -	-	<i>Thirty-seventh Annual Commencement</i>
<i>Sept. 16—Wednesday,</i>	- - - - -	<i>Fall Term Begins</i>







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COMMITTEES.

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## Executive Committee.

A. C. GASTON,            J. M. BARBOUR,            E. E. HARRIS,  
W. G. GREGORY,            H. T. WOODS.

## Ways and Means Committee.

DR. J. GORDON,            E. J. BURKETT,            T. H. READ,  
E. B. WOODRUFF,            H. R. LAIRD.

## Faculty Committee.

DR. J. GORDON,            E. B. WOODRUFF,            H. W. TILTON.

## Library Committee.

DR. J. GORDON,            H. N. WOOD,            SAMUEL HOLMES,  
E. E. FRISK.

## Loans and Investment Committee.

A. C. GASTON,            H. T. WOODS,            W. G. GREGORY,  
C. E. JONES,

## Discipline and Decorum Committee.

DR. J. GORDON,            G. A. DAY,            A. B. THORNELL.

## Visiting Committee of the State Association of Congregational Churches.

REV. FRANK L. JOHNSTON, Mount Pleasant,  
REV. EVARTS KENT, Dunlap,  
MISS JULIA PATTON, Glenwood.

## FACULTY.

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JOHN GORDON, ACTING PRESIDENT.

*Professor of History.*

A. B., 1866; A. M., 1869; D. D., 1888; Western University of Pennsylvania. Graduate school, Yale University, 1867-8. Auburn Seminary, 1869-70. Graduate Union Seminary 1871. A. M., Yale, 1901.

JAMES THOME FAIRCHILD,

*Professor of Latin Language and Literature.*

A. B., Oberlin, 1883. Oberlin Seminary, 1884-5. A. M., Harvard, 1886.

MARGARET LAWRENCE,

*Professor of Mathematics.*

B. S., 1891; A. M., 1898; Tabor College.

HIRAM EVERETT FARNHAM,

*Professor of Greek Language and Literature.*

A. B., Colby University, 1889; A. M., 1892. Yale University, 1890-2.

LEWIS WORTHINGTON SMITH,

*Professor of English Language and Literature.*

Ph. B., Fairfield College, 1889. Graduate student, University of Nebraska, 1898-9; A. M., Cotner University, 1901.

RAYMOND HERBERT STETSON,

*Professor of Philosophy.*

Ph. B., Oberlin, 1893; A. M., 1896; Ph. D., Harvard, 1901.

EDWARD CHRISTIAN SCHNEIDER,

*Professor of Biology.*

B. S., Tabor College, 1897. Ph. D., Yale University, 1901.



ADRIAN M. WOOD 1912

GASTON HALL



THOMAS ASKIN,  
*Instructor in Elocution.*  
A. B., Tabor College, 1901.

GRACE LOUISE CRONKHITE,  
*Professor of Piano, Organ and Theory.*  
Pupil of New England Conservatory, 1890-3. Pupil of Virgil  
Piano School, New York, 1896-7. Pupil in composi-  
tion of Harry Rowe Shelley, New York. Pupil  
of Moritz Moszkowski, Paris, 1898-9.

BERTHA WILLIAMS,  
*Instructor in Vocal Music.*  
Pupil of Chicago Conservatory, 1896-8. Pupil of E. A. Emery,  
Madame Trimbell, Wm. Willets, Sig. Mareschalchi,  
Mrs. Benham.

CLAUD NETTLETON,  
*Instructor in Violin.*

VERA A. TIPPLE,  
*Instructor in Piano.*  
Graduate of Tabor College, Conservatory of Music, 1899.

IDA LOUISA EVANS SNYDER,  
*Instructor in Painting and Drawing.*  
Pupil Philadelphia Art School.

MRS. EMMA D. FAIRCHILD,  
*Librarian.*

PROFESSOR GORDON,  
*Dean of the Faculty.*

PROFESSOR SMITH,  
*Secretary of the Faculty.*

JESSIE FIELD,  
*Assistant in President's Office.*

GEORGE STIPE,  
*Janitor.*

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### LECTURERS.

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E. E. HARRIS,  
*Lecturer Physiology.*  
Tabor, 1891. M. D., Howard University Medical College  
(Wash., D. C.) 1895. Lecturer Columbian  
University, 1894-95.

REV. DWIGHT P. BREED, PH. D., Grinnell,  
*Lecturer Sociology.*

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### FELLOWS AND OTHER ASSISTANTS.

Susanna Thornell—*German*—One year.  
Gwendolen Gilliland—*History*—Two terms.  
Lora Amelia Hamilton—*Mathematics*—One year.  
Bess Freeman Osborn—*English*—Two terms.  
Frank Faurote—*Biology*—One year.  
Mary Young—*Physics*—One term.  
Bruce Blair—*Physics*—One term.  
E. Louise Woodruff—*English*—One term.  
James Welch—*Mathematics*—Two terms.  
Jessie Field—*History*—One term.  
Willis Hill—*Reader in English*—Two terms.  
Ben H. Williams—*Assistant in Library.*  
Anna Reed—*Asst. Chemical Laboratory*—Three terms.  
Fred C. Laird—*Asst. Chemical Laboratory*—Three terms.  
L. O. Pfeiffer—*Laboratory Asst. in Physics*—One term.  
Romie Lundeen—*Reader in German*—One term.

## GENERAL SKETCH.

Inspired with the great work being done by Oberlin College, a company of missionaries moved out to western Iowa and selected the most beautiful and healthful spot they could find for the location of a Christian College. This was in 1852, before the railroads had reached this part of the country. They secured a large tract of ground for a campus and most of them spent their lives in earning money with which to found and maintain the College.

The school was first opened as an Academy in 1857. The College was incorporated in 1866. The money that has provided the campus, buildings, equipment and endowment has come from a large number of givers. The College has had but few large single gifts, and has had no period of rapid growth; yet, while the progress has been slow, each year has shown a marked advance, and now at the opening of the thirty-seventh collegiate year it is well prepared to do most thoroughly and well the work offered in this catalog.

The intimate relationship existing between the town and College finds better expression in no way than in the church life. The Congregational church is the largest in the town, and one of the largest church organizations in Iowa, having nearly six hundred members. The privileges of such a church are manifestly exceptional.

Tabor is reached by the Tabor & Northern railroad, which connects at Malvern with the Chicago, Burlington & Quincy and with the Wabash road. It is a beautiful town of somewhat over a thousand inhabitants, and the influences under which the student is brought are of the best. There are no saloons and the people of the town are largely professing Christians. Though the College is unsectarian, it is distinctly and positively Christian in its influence, methods, and ideals. The General Association of Congregational Churches of Iowa endorses it, and a committee each year examines the work of the College and reports to the Association.

From the last report to this Association, 1901, is taken the following: "There is an intense desire on the part of both students and faculty to promote education and religion which is



very inspiring. It has a splendid faculty and up-to-date methods; and it is taking a stride forward. Tabor's ambitions are high. It endeavors to give a thorough education. The instruction given in all the departments is healthful, wholesome, and of a high order. The text-books in all the class-rooms are up-to-date and among the best. The attendance in the college proper is larger than it has been for years, and they have an aim and object in life, and that is to come in touch with human life."

"Tabor deserves the hearty support and sympathy of the churches; and every church on the western slope of Iowa ought to make an effort to have the young people attend college at Tabor."

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## RELIGIOUS LIFE.

Faculty and students unite in daily chapel service which is led by members of the faculty in rotation.

A vesper service is held each Sunday at five p. m., which is led by the President, or in his absence by some member of the faculty, and which is enriched by music under the direction of the instructor of vocal music.

Students are expected to attend regular Sabbath morning service at one of the churches of the town, and the majority of students are active in local church work.

A students' prayer meeting is held each Friday evening.

Bible study is conducted in the class rooms, under Professor Farnham in the Greek New Testament, under Professor Smith in the English Bible, and under Professor Gordon in Biblical History. For details of these courses see Departments of Instruction.

Nearly all the girls are members of the Y. W. C. A., which holds its regular prayer meeting Sunday afternoon. Three delegates were sent last summer to the lake Geneva Conference, and one to Northfield. About twenty dollars is contributed annually for the work of Miss Effie Chambers, (Tabor '93), now in Oorfa, Turkey. The attractive Y. W. C. A. room is the center of the girls' College life.

The Y. M. C. A. prayer meeting is held Wednesday evening. Delegates represent this Association in the State Y. M. C. A. convention.

## GOVERNMENT.

While the faculty assumes control in all matters pertaining to the conduct of the students, no unnecessary restrictions are laid upon them. It is believed that self-discipline is an essential part of all true culture, and in the government of students this is kept constantly in mind. In this way self-reliant manhood and womanhood is developed. Students not amenable to this mode of discipline are not permitted to remain in the institution.

A record is kept of all work done by the students, and at the close of each term the grades of that term are placed in a permanent record, which is given to each student, and which is to be returned each term for additional grades. Reports are sent also to the parents of all students in the Academy.

## AID FOR STUDENTS.

The Congregational Educational Society assists those in the College who are preparing for the Christian ministry.

Scholarships have been founded by the following persons:

Miss Julia Dickinson.....	Nineteen
Miss Elizabeth Davis.....	Two
W. S. Houghton.....	One
J. E. Howard.....	One
Mrs. Kate Woods Clark.....	One
A friend "J. T. R.".....	One
Mrs. Mary B. Young for M. B. C. Durfee.....	One
Mrs. Charles Atkinson.....	One
J. L. and E. L. Atkinson. ....	One

Applicants for scholarships should address the president of the College, with testimonials.

Students whose record in all work is excellent and who show exceptional ability in one department, may be appointed by the faculty to a Fellowship, as a reward for marked schol-

arship. The Fellow is expected to assist the head of the department, and receives at least tuition for the service. In this way the faculty secures efficient help, and aid is given to capable students.

Students who desire work to help them meet expenses will be aided by a committee of the Young Men's Christian Association. They will be ready at the beginning of the term to assist all who desire it.

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### ORATORICAL PRIZE CONTESTS.

During the College year 1901-2, five cash prizes of \$20.00 each, have been offered by the following named gentlemen:

W. E. Mitchell, Esq., of Sidney, a prize to the students of the Academy for the best original oration.

C. A. Bolter, Esq., of Logan, a prize to the Junior class of the College for the best impromptu oration to be delivered from a subject assigned only twenty-four hours previous to the hour of the contest.

Judge A. B. Thornell of Sidney, a prize to the members of the Freshman class for the best declamation—only classical prose selections to be used.

Dr. J. L. Witt of Logan, a prize to the members of the Senior class of the College for the best essay.

C. R. Bolter, Esq., of Logan, a prize to the members of the Sophomore class for the best original oration.

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### EXPENSES.

Tuition and incidentals, per term.....	\$13.00
Table board, per week.....	\$1.75 to 3.50
Rooms, everything furnished, including fuel and light, with board, may be obtained in private families at a cost per week from...	\$2.50 to 5.00
Graduation fee.....	5.00
Laboratory fee in Chemistry, Freshman year...	10.00
Library fee, per term.....	1.00
Fee for all seeking registration after the second day of the term.....	1.00

Students pursuing the science work of the Sophomore, Junior, and Senior years, are charged a small laboratory fee each term varying in amount according to the expense of the course given. In no case, however, unless two science courses are elected in the same year, will the laboratory fees aggregate over \$10.00 in a year.

It is the design to keep expenses as low as possible, so as to bring a thorough education within the reach of all. A large proportion of the students in both College and Academy are dependent upon their own resources. Some work for room and board in private families, and depend upon the earnings of the summer vacation to pay other expenses. Those who hold scholarships or fellowships, receive tuition free. The following instances show how students without means can get an education at Tabor. A young woman in College, receiving a scholarship covering tuition, was able to work for board and room, and covered all other expenses of the college year with fifty dollars. Another young woman in the Academy, also on a scholarship and working for board and room, covered all other expenses with thirty-five dollars. A young man in the Academy, paying all expenses and receiving no college aid, quotes as his year's expenses, \$156.04; and his earnings for the same time \$118.70. These cases are those of students who during the year maintained in their studies an average grade of above eighty, on a scale of one hundred.

No young person with health and willingness to work, need go without a college education. The above figures show what is actually being done at Tabor.

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## BUILDINGS.

Gaston Hall, the main building, is a commodious and attractive brick building of three stories and basement, containing offices, library, recitation rooms and laboratories. It is heated with steam and is thoroughly modern in all its appointments.

Adams Hall, the dedication of which is to be the important event of the coming commencement, is to fill the long felt need

of a conservatory building. It is one of the most perfect of its kind in the state, and of elegant workmanship. It is heated by steam, has a perfect system of ventilation, and in all its appointments is up-to-date throughout.

The building for the heating plant, now completed, is of brick with stone trimmings 40x30 feet, and cost \$11,000. It has two eighty-horse power boilers, and is constructed with provision for an electric light plant.

Whitin Cottage, the gift of Mrs. J. C. Whitin, of Whitinsville, Mass., is a ladies' dormitory.

The Gymnasium is well adapted for the purpose, is provided with the latest and most scientific apparatus. It is also used as an armory and drill room for the Cadet company.

Tabor Hall is a three-story brick dormitory with halls for the Chemical laboratory on the first floor. The trustees contemplate remodeling this structure in the not distant future.

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## LABORATORIES.

The Chemical laboratory, on the first floor of Tabor Hall, is well equipped with desks, chemicals and apparatus for the two years' work in Chemistry.

### PHYSICAL LABORATORY.

The Physical laboratory is located on the upper floor of Gaston Hall.

The Physical equipment has been greatly strengthened during the past two years by the addition of some new and valuable apparatus. The apparatus now includes a gasoline engine, a lathe, a complete set of tools for making simple apparatus, a dynamo and motor, Ritchie's rotary air pump, wireless telegraphy apparatus, Alvan Clark telescope with four-inch objective, a large reflecting telescope, a complete set of surveying instruments, a Toepler-Holtz machine, vacuum tubes, Geissler tubes, induction coils, mineralogical microscope with polarizing attachment, Boyle's Law tubes, linear expansion apparatus, Mariotte's bottle, boilers and calorimeters for heat work, photometers, sonometers, apparatus for determining vibrations of a





ADAMS HALL





tuning fork, Kundt's tube, helix, sand pendulum, Chladni's plates, Lissajou apparatus, wave machine, hydrostatic balance, barometer (U. S. Pattern), Thermopile, Wheatstone bridge, telephone, arc and incandescent lamps, etc. Besides the above, there is an abundance of small apparatus for the individual work of a small class.

### **THE BIOLOGICAL LABORATORY**

Is on the second floor of Gaston Hall. It is equipped with Bausch and Lomb microscopes of the latest model, fitted with oil-immersion lenses, Abbe condensers and substage apparatus, and eye-piece micrometers; a large Bausch and Lomb microtome, with embedding bath and accessories, an Abbe camera-lucida, hand microtome and section razors, a set of dissecting microscopes, small aquaria and terraria for studying living animals in their natural surroundings, and a complete set of small apparatus, reagents, etc., for dissecting and histological work, and apparatus for physiological demonstrations. A set of Ward models is also used for demonstration work in human physiology and anatomy.

### **THE BACTERIOLOGICAL LABORATORY**

Is a small, perfectly isolated room in the basement at Gaston Hall. It is supplied with heating apparatus, Arnold sterilizer, and hot air sterilizer, besides small apparatus and reagents.

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### **MUSEUM AND HERBARIUM.**

The Museum is well supplied with specimens in the departments of Zoology, Geology and Mineralogy, besides curios from India and other countries, and relics collected from the American Indians. Extensive collections from the Atlantic made in connection with the U. S. Fish Commission; donations from the Smithsonian Institute of Pacific and British shells, specimens purchased from the Marine Biological Laboratory at Woods Holl, Mass.—all make a very complete collection of invertebrates. A fine human skeleton, an incomplete collection of vertebrate skeletons, mounted specimens of mammals and birds,

and a large number of unmounted skins, comprise the vertebrate collection. The Geological collections are quite complete, representing all the prominent formations of the country.

The Arthur collection of Iowa plants forms the nucleus of the College Herbarium. The collection has been supplemented by later acquisitions, and is, at present, one of the best herbaria in the state.

The Museum is in constant daily use by some of the classes. It has outgrown its accommodations, and a considerable number of specimens are kept in Gaston Hall. The policy of the College is to make the Museum a working collection as well as an exhibit. Accordingly the collections are not now arranged for exhibition.

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### LIBRARY.

There are about 12,000 volumes and 6,000 pamphlets in the Library. This includes the Icarian Library of French, German and Italian books, numbering 1,150 volumes. New books are being constantly added. The books are being cataloged according to the Dewey-Cutter system.

The Reading Room is supplied with most of the leading magazines, with Chicago and Council Bluffs daily papers, and with the leading weekly papers of southwestern Iowa. Open shelves contain dictionaries, encyclopædias and other general works of reference, together with the books which the teachers in the different departments wish to be reserved for the use of their classes.

During term time the Library and Reading Room are open from 9 a. m. to 12:15 and from 1:45 p. m. to 4. Those not connected with the College are entitled to the use of both Library and Reading Room on the payment of a small term fee.

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### STUDIO.

A well lighted room on the third floor of Gaston Hall is fitted up as an Art room. It is equipped with models, casts from the antique, studies and designs for the use of the students.

## LITERARY SOCIETY HALLS.

Two of the College Literary societies, Phi Kappa and Phi Delta, occupy rooms on the third floor of Gaston Hall. Phi Kappa has just refurnished its hall and Phi Delta is already in pleasant quarters.

## STUDENT ORGANIZATIONS.

A Young Women's Christian Association and a Young Men's Christian Association are organized among the students, and by their activities the Christian life of the College is made a real and vital thing.

Outdoor sports are all held under the direction of the Athletic Union. A beautiful ten-acre park in the very heart of the town affords ample room for ball grounds, tennis courts, race track and all outdoor sports. The privileges are well used, and all healthy exercises find ample encouragement with the College authorities. The baseball and football teams, competitive field day contests, tennis tournaments, and other field and track athletics enlist an enthusiasm and support from the students that is a necessary part of college life.

The Athletic Committee of the faculty advise with the students in regard to all sports.

The students of the Conservatory maintain a Reading Club devoted to the discussion of current topics in music. The Club meets once a week, and the leading musical periodicals are reviewed with comments and suggestions by the teachers.

The College Glee Club, one of the most flourishing organizations among the students, is under the direction of the teacher of vocal music.

The students maintain two literary societies, Phi Delta and Phi Kappa. They meet on Tuesday of each week, and add not a little to the intellectual and social life of the College.

The Junior Class publishes each year a College annual, The Cardinal, a publication devoted to the representation of all sides of student life. Copies may be obtained of Mr. F. C. Laird, Business Manager of The Cardinal, Tabor, Iowa.

The students also publish a bi-weekly paper, the Boom-a-lacka, devoted to general College news.

## TERMS OF ADMISSION.

Satisfactory evidence of good moral character is required of candidates for admission to the College.

The College is a member of the College Department of the Iowa State Teachers' Association, and receives graduates of accredited schools without examination. The candidate must present in addition to his certificate of graduation, a detailed statement signed by the principal or other trustworthy officer, of the work actually done, including the texts studied, the time spent on each subject, the grades received and other proper information.

## ACCREDITED SCHOOLS.

The following secondary schools offer courses of study which meet the college entrance requirements of the College Department of the Iowa State Teachers' Association. They are therefore accredited as making full preparation for one or more of the courses of the College.

A mere certificate of graduation is not received as proof that the student has completed all the studies of the course. If this be presented there must be shown, in addition, a detailed statement signed by the principal or other trustworthy officer, of the work actually done, including the texts studied, the time spent upon each subject, the grades received, and other proper information. The pupil is not admitted to the Freshman class simply because the name of the school from which he comes appears on the accredited list. In some instances the schools accredited have two or more courses of study, and only the Latin course meets the entrance requirements. In such cases students who have taken the shorter scientific or English course will be credited with the actual value of the work done in these courses, but can at best only be admitted to Freshman with conditions, and in the case of some schools can not be admitted at all from such courses. The fact that the name of a school appears in this list does not indicate that every course offered by said High school admits to the Freshman class. In many instances only the Latin course does. The attention of secondary schools is called to the fact that beginning with a full and com-

plete list of all the rules governing the accrediting of High schools and the statement of "How a High School May Become Accredited," may be found on pages 129 to 133 of the High School Manual, issued by the last State Teachers' Association. Copies of this book may be had free of charge on application to State Superintendent R. C. Barrett, Des Moines, who has been furnished with a large number of copies by the committee.

This year each school must have at least three teachers devoting their time exclusively to high school work, in addition to having a satisfactory course of study. Sufficient teaching force to assure the thorough performance of the work is as necessary as the presentation of the requisite quantity. Graduates thus credited will be admitted without examination to Freshman standing, and only such pupils are thus received. Graduates in other courses, while they may be credited with the work done, as far as it goes, can not be admitted to the Freshman class.

Ackley	Clarinda,
Adel,	Clarion,
Albia,	Clinton,
Algona,	Columbus Junction,
Ames,	Corning,
Anamosa,	Corydon,
Atlantic,	Council Bluffs,
Avoca,	Cresco,
Bedford,	Creston,
Belle Plaine,	Davenport,
Boone,	Decorah,
Britt,	Denison,
Brooklyn,	Des Moines, E.,
Burlington,	Des Moines, N.,
Capital Park,	Des Moines, W.,
Carroll,	Dubuque,
Cedar Falls,	Eagle Grove,
Cedar Rapids,	Eldora,
Centerville,	Emmetsburg,
Charles City,	Estherville,
Cherokee,	Fairfield,

Forest City,  
Fort Dodge,  
Fort Madison,  
Geneseo, Ill.,  
Glenwood,  
Greene,  
Greenfield,  
Grinnell,  
Guthrie Center,  
Guthrie County,  
Hamburg,  
Hampton,  
Harlan,  
Humholdt,  
Ida Grove,  
Independence,  
Iowa City,  
Iowa Falls,  
Jefferson,  
Keokuk,  
Knoxville,  
Lake City,  
Lamoni,  
Le Mars,  
Loon,  
Manchester,  
Maquoketa,  
Marengo,  
Marion,  
Marshalltown,  
Mason City,  
McGregor,  
Missouri Valley,  
Moline, Ill.,  
Montezuma,  
Monticello,  
Mount Ayr,  
Muscatine,

Nashua,  
Nevada,  
New Hampton,  
Newton,  
Odebolt,  
Onawa,  
Osage,  
Osceola,  
Ottumwa,  
Parkersburg,  
Perry,  
Red Oak,  
Reinbeck,  
Rockford,  
Rock Rapids,  
Sanborn,  
Sheldon,  
Shenandoah,  
Sibley,  
Sigourney,  
Sioux City,  
Spencer,  
Storm Lake,  
Stuart,  
Taylorville Tp.  
Taylorville, Ill.  
Tipton,  
Traer,  
Villisca,  
Vinton,  
Washington,  
Waterloo, E.,  
Waterloo, W.,  
Waverly,  
Waukon,  
Webster City,  
West Liberty,  
Williamsburg,



Wilton,  
Cedar Valley Sem., Osage,  
Charles City Col. Prep.,  
Denison Normal School,  
Decorah Institute,  
Dexter Normal School,  
Epworth Seminary,

Iowa City Academy,  
Michigan Military Academy,  
Sac City Institute,  
Washington Academy,  
Whittier College,  
Wilton German-English Coll.,  
Woodbine Normal School.

The following schools are recognized by the Committee on Secondary Schools Relations, some as doing sufficient work of the kind and quality required to entitle their pupils to enter the Freshman class with the conditions allowed to be made up after entrance to College; others by the acceptance of their work without examination, as far as it will go, though their courses are not sufficient to admit their pupils to the Freshman class. Some may have a place on the accredited list in succeeding years, but as the data for the full decision is insufficient and the opportunity for visiting has not yet presented itself, their applications are filed for one year, and their work is accepted without examination, as far as it goes:

Adair,  
Allerton,  
Anita,  
Audubon,  
Bloomfield,  
Brighton,  
Chariton,  
Charter Oak,  
Clearfield,  
Cedar Lake,  
Colfax,  
Coon Rapids,  
Correctionville,  
DeWitt,  
Dysart,  
Eldon,  
Elkader,  
Exira,  
Farmington,

Fayette,  
Fonda,  
Fontanelle,  
Garner,  
Glidden,  
Grand Junction,  
Grundy Center,  
Hartley,  
Holstein,  
Hubbard,  
Keosauqua,  
Kingsley,  
Lake Mills,  
Lima Springs,  
Manning,  
Mapleton,  
Mechanicsville,  
Milton,  
Morning Sun,



Moulton,	Shell Rock,
Mount Pleasant,	Sioux Rapids,
Neola,	Springdale,
New Sharon,	Springville,
North English,	State Center,
Northwood,	Tabor,
Oak Park,	Tama City,
Oelwein,	Victor,
Orange City,	Wapello,
Pella,	West Union,
Riceville,	Winfield,
Richland,	Calhoun Co. Normal School
Rolfe,	Hawarden Normal School,
Sac City,	Nora Springs Seminary,
Shelby,	St. Ansger's Seminary,

Pupils from any of the schools mentioned in the lists preceding, who are not graduates, may receive credit toward admission to Freshman standing to the amount credited by the proper officer, but such credit is conditional upon the maintenance of a satisfactory grade of scholarship in the advanced work assigned. Should failure result, any portion of the credit allowed may be cancelled, or review without credit be required.

Pupils from schools not upon these accredited lists may be admitted to the proper standing in the Academy under the conditions outlined in that department.

It is sometimes the case that a student wishes to pursue some of the studies in the regular course without becoming a candidate for the Bachelor's degree. When there is good reason for this choice the College will receive such as special students, and if they afterwards change their plans they may pass the matriculation examination and complete the course for a degree.

The requirements for entrance to the Freshman class are as follows:

### FOR ALL COURSES.

I. ENGLISH—The examination in English follows the plan adopted by the Commission of New England Colleges.

- (a) An exercise in the correction of faulty sentences.
- (b) *Reading*. Candidates will be required to answer

simple questions on the lives of authors. They will also be required to give a written statement in good, clear English of the subject matter of their choice of two of the books in the following list:

Milton's *Paradise Lost*, books I and II; The Sir Roger de Coverly Papers; Goldsmith's *Vicar of Wakefield*; Southey's *Life of Nelson*; Coleridge's *Ancient Mariner*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; De-Quincey's *Flight of a Tartar Tribe*; Dryden's *Palamon and Arcite*, Milton's *L'Allegro and Il Penseroso*; Byron's *Prisoner of Chillon*; Irving's *Sketchbook*; Carlyle's *Hero as a Prophet*; Shakespeare's *Merchant of Venice*, *Macbeth*, *Julius Cæsar*, or *King Henry IV*; Tennyson's *Enoch Arden*; Hawthorne's *Scarlet Letter*; Carlyle's *Essay on Burns*; Scott's *Ivanhoe*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*; Cooper's *Last of the Mohicans*; Hawthorne's *House of the Seven Gables*; Arnold's *Sohrab and Rustum*; Dickens' *Christmas Carol*; Tennyson's *Elaine*; Milton's *Comus*; Webster's *Bunker Hill Orations*, or the *Reply to Hayne*; Ruskin's *Modern Painters* (selections); Ruskin's *King of the Golden River*; Lincoln's *Gettysburg Address*; Longfellow's *Evangeline*; Scott's *Lay of the Last Minstrel*, *Lady of the Lake*, or *Marmion*; Shakespeare's *As You Like It*; Emerson's *Self-Reliance*; Lamb's *Essays of Elia* (selections); Arnold's *Culture and Anarchy* (selections); Carroll's *Alice's Adventures in Wonderland*; Moore's *Utopia*; Irving's *Alhambra*; Browning's *Colombe's Birthday*; Hale's *Man Without a Country*; Thackeray's *Henry Esmond*; Edwin Arnold's *Light of Asia*; Holmes' *Autocrat of the Breakfast Table*; Morris' *Life and Death of Jason*; Eliot's *Silas Marner*; Emerson's *Compensation*.

(c) An examination presupposing a more thorough study will be given on any three of the above which the candidate may choose. This will deal with matter, form and structure.

2. HISTORY—General outlines. History of the United States and England, and Civil Government.

## 3. MATHEMATICS—

- (a) Algebra, through quadratics.
- (b) Geometry, plane and solid.

4. NATURAL SCIENCE—A knowledge of the outlines of the following subjects is required, with laboratory practice in Physics and Botany. The texts named are merely to indicate the scope of the requirements. Great emphasis is laid upon laboratory work. A year's continuous work in Botany is expected and at least two terms in Physics.

- (a) Physiology and Hygiene. (Blaisdell.)
- (b) Physical Geography. (Davis.)
- (c) Elementary Physics. (Carhart & Chute, Gage, Hall & Bergen, Woodhull.)
- (d) Botany. (Bergen's Foundations, Setchell's Laboratory Practice; or Coulter's Plant Relations.)

## 5. LATIN—

- (a) Grammar and Composition.
- (b) Cæsar, two books, or equivalent.
- (c) Cicero, five orations.
- (d) Virgil, five books.
- (e) Sallust's Jugurthine War.

## 6. ADDITIONAL FOR CLASSICAL COURSE—

- Greek*—(a) Grammar.
- (b) Xenophon's Anabasis, two books.

## 7. ADDITIONAL FOR SCIENTIFIC COURSE—

*German*—(a) Grammar and easy reading, Grimm's *Märchen* or an equivalent. Instead of German may be offered

*French*—(a) Grammar and reading.

In general this is a summary of the work done in the Academy.

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## COURSES OF STUDY.

Two courses of study are offered, each of four years. In both courses considerable freedom of election is allowed. These courses are intended to provide a thorough and systematic training in liberal studies, and are carefully organized and ad-

ministered to meet the wants of two classes of persons: first, those who look forward to a professional or literary career; second, those who do not intend to carry their studies beyond the college course and who wish to prepare themselves for active business life. It is believed that the courses as here offered will satisfactorily meet these requirements. Students finishing either of the courses will be prepared to do graduate work in the best universities and professional schools in the country, or if they do not carry their study further, they will find themselves trained for active life.

### THE CLASSICAL COURSE

leads to the degree of Bachelor of Arts. Latin is in this course a required study for two years; Greek for three; English for two; Science for one; Mathematics for one. Two years of either French or German must be elected. Any other course given in the College may be elected.

### THE SCIENTIFIC COURSE

leads to the degree of Bachelor of Philosophy. In this course Science is required for three years; Mathematics for two years; English for two years; German for two years (one year of German may be offered for entrance); French for one year (unless offered for entrance). Any other courses given in the College may be elected.

One year of History and one year of Philosophy is required in the Junior year in each course. The work of the Senior year is entirely elective.

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## TIME REQUIREMENTS AND CLASSIFICATION.

All courses in the College are scheduled to meet three hours per week. All regular students are required to take fifteen hours per week, i. e., to pursue five subjects. All students taking fewer than this number of hours per week are classified as special students. Students of high standing and good health may, by permission of the faculty, elect more than fifteen hours per week.

## SYNOPSIS OF COURSES.

### CLASSICAL COURSE.

LEADING TO THE DEGREE OF A. B.

NOTE—*Figures refer to numbers of courses.* See pages 29-45.

#### FRESHMAN YEAR.

Fifteen hours of required work.

Greek, 4, 5, 6.  
Latin, 10, 11, 12.  
English, 7, 8, 9.  
Chemistry, 1, 2, 3.  
Mathematics, 8, 9, 10.

#### SOPHOMORE YEAR.

Nine hours required work; six hours elective.

Required—

Greek, 7, 8, 9.  
Latin, 13, 14, 15.  
English, 11, 12, 13.

One elective from the following:

French, 1, 2, 3.  
German, 1, 2, 3.

One elective from the following:

Geology, 1, 2.  
Astronomy, 1.  
Mathematics, 11, 12, 13.  
Chemistry, 4, 5, 6.

#### JUNIOR YEAR.

Nine hours required work; six hours elective.

Required—

Greek, 10, 11, 12.  
History, 7, 8, 9.  
Philosophy, 1, 2, 3

One elective from the following:

French, 4, 5, 6.  
German, 4, 5, 6.

One elective from the following:

Latin, 16, 17, 18.  
English, 14, 15, 16.  
Mathematics, 14, 15, 16.  
Biology, 1, 2, 3.  
Music, 1, 2, 3.  
Bible Work, 1, 2, 3.

Or any previous elective not already taken.

#### SENIOR YEAR.

Fifteen hours of elective work.

Greek, 13, 14, 15.  
History, 10, 11, 12.  
Philosophy, 4, 5, 6.  
English, 17, 18, 19.  
French, 7, 8, 9.  
Mathematics, 17, 18, 19.  
Biology, 4, 5, 6, 7.  
Economics, 1, 2, 3.  
Bible Work, 1, 2, 3.

Or any previous elective not already taken.

**SCIENTIFIC COURSE.**

## LEADING TO THE DEGREE OF PH. B.

**FRESHMAN YEAR.**

Fifteen hours of required work,  
 Chemistry, 1, 2, 3.  
 Mathematics, 8, 9, 10.  
 German, 4, 5, 6.  
 French, 1, 2, 3.  
 English, 7, 8, 9.

**SOPHOMORE YEAR.**

Nine hours of required work; six  
 hours elective.

## Required—

{ Geology, 1, 2,  
 { Astronomy, 1,  
   or  
 { Chemistry 4, 5, 6.  
 Mathematics, 11, 12, 13.  
 English, 11, 12, 13.

## Elective—

French, 4, 5, 6.  
 Chemistry, 4, 5, 6.  
 Latin, 10, 11, 12.  
 Greek, 1, 2, 3.  
 Geology, 1, 2.  
 Astronomy, 1.

**JUNIOR YEAR.**

Nine hours of required work; six  
 hours elective.

## Required—

Biology. 1, 2, 3.  
 Philosophy, 1, 2, 3.  
 History, 7, 8, 9.

## Elective—

English, 14, 15, 16.  
 Mathematics, 14, 15, 16.  
 French, 7, 8, 9.  
 Latin, 13, 14, 15.  
 Greek, 4, 5, 6.  
 Music, 1, 2, 3.  
 Bible Work, 1, 2, 3.

Or any previous electives not  
 already taken.

**SENIOR YEAR.**

Fifteen hours of elective work.

Biology, 4, 5, 6, 7.  
 Philosophy, 4, 5, 6.  
 Mathematics, 17, 18, 19.  
 History, 10, 11, 12.  
 Economics, 1, 2, 3.  
 English, 17, 18, 19.  
 Latin, 16, 17, 18.  
 Greek, 7, 8, 9.  
 Bible Work, 1, 2, 3.

Or any previous electives not  
 already taken.

**PHILOSOPHY.**

## PROFESSOR STETSON.

1. *Fall*—LOGIC—An effort is made to give the student some hint of the bearing of modern logic on the problems of method in science. Text: Jevons, with problems, lectures and discussions.



2, 3. *Winter, Spring*—PSYCHOLOGY—General psychology, elementary. Texts: Titchener and James (briefer course); lectures and simple experiments.

4, 5, 6. *Fall, Winter, Spring*—HISTORY OF PHILOSOPHY—Texts: Windelband and Weber; discussions.

7, 8. *Fall, Winter*—AESTHETICS—A rapid review of the principal forms, terminology, and fundamental conceptions of the different arts, followed by a consideration of the definition of the art-experience. Prescribed reading, including Lotze's Outlines of Aesthetic, and Santayana's Sense of Beauty, lectures and theses.

9. *Spring*—ETHICS—Both the descriptive and theoretical aspects are touched on. Text: Sidgwick's Methods of Ethics; lectures.

10, 11, 12. *Fall, Winter, Spring* — METAPHYSICS—Especially consideration given to the fundamental conceptions of science, including biology, and their relations to theories of Reality. Text: Pierson's Grammar of Science, Royce's World and Individual; lectures.

(Courses 7, 8, 9, and 10, 11, 12 not offered during the same year.)

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## SOCIOLOGY.

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PROFESSOR FARNHAM.

This course will continue for two terms of the Senior year. It will embrace the study of social problems with special reference to the defective, dependent and criminal classes. Communism, socialism, immigration, the factory system, and the tenement will be subjects for careful investigation. Students will be trained in research and in the review of books and special magazine articles. A text book introductory to the study of Sociology, will serve as a basis of work in the first term. In the second term there will be a special study of the criminal. The text book used will be "The Criminal," by Drahms.



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## ECONOMICS.

PROFESSOR GORDON.

During the fall term a course in Economics is offered the Senior class. Particular attention is given to such economical subjects as are important for Americans, and the instruction is from the standpoint of what has come to be generally accepted as the American doctrines in Economics.

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## HISTORY.

PROFESSOR GORDON.

The work in this department is intended to develop an enthusiastic appreciation of History, and give practical training in methods of historic research. Using the Source method, the student is led by the successive steps of assembling material, its analytical assimilation, and its publication in a historical narrative, to secure power as well as knowledge. In the Winter term a Seminar is offered approved advanced students for the original investigation of the Interpretation of the American Constitution. The first year is required; the second elective.

### JUNIOR YEAR.

7. *Fall*—GREEK AND LATIN CIVILIZATIONS.
8. *Winter*—CIVILIZATIONS OF THE MIDDLE AGES.
9. *Spring*—HISTORY OF ENGLAND.

### SENIOR YEAR.

10. *Fall*—UNIFICATION OF THE UNITED STATES.
11. *Winter*—INTERPRETATION OF THE CONSTITUTION OF THE UNITED STATES.
- Spring*—EXPANSION.

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## BIBLE WORK.

PROFESSOR GORDON.

A course has been laid out which will require for its completion three years, and which aims in that time to give

thorough instruction in the Introduction to several books, the History of the Old Testament, the Life of Christ, and the Apostolic Church.

For the year 1901-2 the course, which is an elective for Juniors and Seniors, was as follows:

1. *Fall*—From the Creation to Abraham.
2. *Winter*—From Abraham to the Conquest of Canaan.
3. *Spring*—From the Conquest to the Divided Kingdom.

In 1902-3 it will be:

1. *Fall*—The Divided Kingdoms.
  2. *Winter*—The Prophets.
  3. *Spring*—The Life of Christ.
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## GREEK LANGUAGE AND LITERATURE.

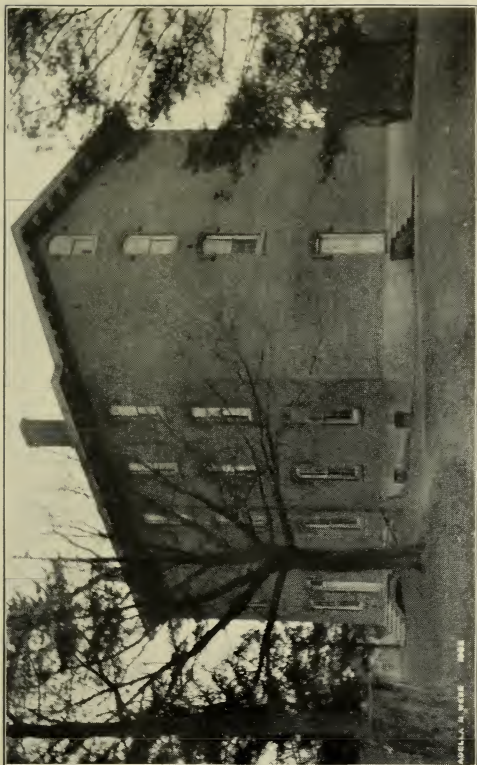
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PROFESSOR FARNHAM.

The first three years in this department are required of all candidates for the degree of Bachelor of Arts. All who wish to become members of the Freshman class must have a thorough familiarity with the principles of Grammar, found in White's First Greek Book, and an ability to pass an examination on the first book of Xenophon's Anabasis.

The study of Greek is begun with the Senior Preparatory year and continued throughout the four years of the College course. Great care is exercised in the choice of texts to be read, and the aim is to give a comprehensive view, not only of each author's works, but of Greek literature in its chief departments and as a whole.

The faithful student gains an excellent working knowledge of the language, so that he may take up masterpieces by himself and read them intelligently. He becomes acquainted with the finest products of thought, representative of this ancient lore; is trained to a habit of critical study; masters much important history; learns philosophy; becomes a philologist; finds one of the very best keys to an understanding of the English language and literature; acquires the ability to investigate in



TABOR HALL

WILLIAM A. FINE 1908



a satisfactory manner the New Testament and the Septuagint version of the Old.

Greek is now quite generally regarded as an essential part of a truly liberal education. The most improved texts and methods of instruction render its study pleasurable and attractive.

#### FRESHMAN.

*Fall*—Xenophon's *Anabasis*—Books 2 and 3.

*Winter*—Xenophon's *Symposium* and *Cyropædia*,  
Mehaffy's *Old Greek Life*.

*Spring*—Orations of Lysias.  
Jebb's *History of Greek Literature*.  
*Greek Prose Composition*.

#### SOPHOMORE.

*Fall*—Guerber's *Myths of Greece and Rome*.  
*New Testament Greek*.

*Winter*—Plato's *Apology* and *Crito*, or  
*Charmides*, *Laches* and *Lysis*.

*Spring*—Demosthenes' *Olynthiacs* and *Philippics*.  
*Herodotus* and *Thucydides*, *Selections*.

#### JUNIOR.

*Fall*—Homer's *Iliad*, three books.  
Homer's *Odyssey*, two books.

*Winter*—Aeschines' Oration "Against Ctesiphon."

*Spring*—Aeschylus' *Prometheus Bound*.

#### SENIOR YEAR.

*Fall*—Euripides' *Alcestis* or *Medea*.

*Winter*—Aristophanes' *Clouds*.

*Spring*—Sophocles' *Oedipus Tyrannus* or *Antigone*.  
*Lectures on Greek Literature*.

## LATIN LANGUAGE AND LITERATURE.

PROFESSOR FAIRCHILD.

Latin is required work for students following the Classical course during the first two years. It is elective for those following the Scientific course. It presupposes the completion of the Academy Latin or its equivalent.

10. *Fall*—GREENOUGH'S LIVY. Book XXI.—History of the second Punic War as narrated by Livy in his twenty-first book. The relation of Rome and Carthage is discussed, and a study made of the leading men of the period. In addition to translation, different members of the class will present papers, which will be open to discussion.

11. *Winter*—KELSEY'S DE SENECTUTE AND DE AMICITIA.—An excellent opportunity is here offered to become acquainted with the life and manners discussed in these dialogues.

12. *Spring*—HORACE, Odes and Epodes.—Study of Latin versification and chief meters used by the poet.

13. *Fall*—TACITUS.—History of the Roman conquests, as set forth by Tacitus in his Agricola and Germania.

14. *Winter*—JUVENAL'S SATIRES.—A selection of the most characteristic satires of Juvenal and such as will make the student familiar with Roman life and manners.

15. *Spring*—ROMAN LIFE, Peck and Arrowsmith.—Roman Life in Latin Prose and Verse is a collection of extracts from the principal Latin writers, which tend to throw light upon Roman life and manners. In this term a special effort will be made to give a more general view of Latin writers and their place in literature.

16. *Fall*—HORACE—Satires.

17. *Winter*—PLAUTUS—Two plays.

18. *Spring*—CICERO—Tusculan Disputations.



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ENGLISH LANGUAGE AND LITERATURE.

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## PROFESSOR SMITH.

The work in this department will have for its end the acquirement of an easy command of language and the development of the student's power to express himself through various literary forms. Literature will be studied with the purpose of bringing the student to an intelligent appreciation of the spiritual and artistic significance of the greater English and American writers.

In the Freshman year instruction in the various literary forms is given and original work in the way of fiction and the essay is expected of the student. This is based on the study of English fiction and the English essay and no formal text in Rhetoric will be put into the hands of the student. A knowledge of the principles involved in the artistic use of the literary forms studied is derived from the examples under consideration, and this knowledge the student is expected to show in his own writing. Careful attention is given to the collecting and arranging of material, to processes of invention and to artistic methods of presentation.

In the Sophomore year students will ordinarily be expected to take courses 11, 12, 13, a general survey of English poetry up to the present. In these courses, through his own study, the student is expected to come to a knowledge of the message of each of the poets studied, and of the characteristic artistic excellencies of their verse.

The study of Shakespeare and Browning is offered especially as the work of the Junior year, and covers work in tragedy, comedy and history.

At the beginning of the Senior year the study of Anglo-Saxon, the language and the literature, is taken up. The Grammar of the language first engages the attention of the student, but later he deals with the art of Chaucer, adding to his study of the poet, a study of the life and thought out of which his poetry grew. In the second term he studies "Beowulf," reading it as literature rather than as a mere study of the language.

Systematic study of the Bible is required of all regular students. A course in the Old Testament is taken up by the Freshman class in the Spring term. The books are studied as masterpieces of literature. The student is taught to recognize the various forms of literature in the Bible, and the relation of the thought to its formal expression. Students are urged to make a daily devotional reading of the Bible, and special help is given in this line of study in the Christian associations. But this class work is literary, the aim being to exhibit the books as great books that have profoundly moved the life of the world.

Other work than this is offered, and with the advice of the instructor, substitutions may be made, when there is sufficient demand for the work for which the student asks. No student will be permitted to enter a class, however, for which his previous study has not prepared him.

7. *Fall*—ENGLISH COMPOSITION—The work in this course will consist of studies of the short story and the essay. The work of representative writers will be considered, and the student will hand in essays, short stories, and character sketches of his own writing.

8. *Winter*—ENGLISH COMPOSITION continued.

9. *Spring*—ENGLISH BIBLE—Literary study of books of the Old Testament. Must be preceded by 7 and 8, or 7 and 10.

10. *Spring*—THE NOVEL—A seminar in the study of the development of the English novel. The student is expected to read fifteen or twenty novels, and from that reading and from other reading in the Library he writes an account of the influences that have shaped the modern novel. May be offered instead of 13 and must be preceded by 7.

11, 12, 13. *Fall, Winter, Spring*—ENGLISH POETRY—Class study of the development of English Poetry from Milton to the present. Must be preceded by 7 and 8, or 7 and 10.

14, 15. *Fall, Winter*—SHAKESPEARE—Must be preceded by 11, 12 or 13.

16. *Spring*—ENGLISH ESSAYISTS—Must be preceded by 15.

17, 18, 19. *Fall, Winter, Spring*—CHAUCER AND BEOWULF—Beginning with the study of Anglo-Saxon Grammar,

this course continues throughout the year. It must be preceded by 11, 12 or 13, and 14, 15.

20. *Fall*—TENNYSON—This course deals mainly with the Idyls of the King. It must be preceded by 11, 12 or 13, and 14, 15.

21, 22. *Winter, Spring*—BROWNING—Some of the best works of this author will be studied in this course. It must be preceded by 15 or 20.

23. *Fall*—EXPOSITION AND ARGUMENTATION—May be offered instead of 17.

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## GERMAN LANGUAGE AND LITERATURE.

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PROFESSORS FARNHAM AND LAWRENCE.

The study of German covers a period of two years, beginning with the first term of the Senior Preparatory year. During this year students are thoroughly drilled in the sounds and forms of the language, and are required to translate readily short sentences from sound as well as from sight. Oral and written practice is constant, and easy reading is commenced as soon as the student becomes familiar with the rudiments of the language.

During the Freshman year the class is introduced to the great works of Schiller, Heine, and Goethe. Essays designed to review a considerable amount of the history of German authors and literature are presented by members of the class, and occasional lectures are given. Harris' German Composition is used by the class for one recitation a week during the Fall and Winter terms.

A course in Advanced German is offered by May Whitney Farnham to such as care for a third year's work. Special attention is given to pronunciation and to conversation in German.

German 1, 2, 3, is given in the Academy, and is required for entrance on the Scientific course. It may be elected, counting as three hours, by Sophomores on the Classical course. Two years of either German or French must be elected by students

on the Classical course. German 4, 5, 6 is required of Freshmen on the Scientific course; elective for Juniors on the Classical course, who have already elected 1, 2, 3. German 7, 8 and 9 may be elected by any whose previous study has included not less than two years work in the language.

#### FIRST YEAR.

1. *Fall*—German Grammar, Joynes-Meissner's.
2. *Winter*—German Grammar, Joynes-Meissner's, Hewett's Reader.
3. *Spring*—Storm's Immensee, Riehl's Der Stumme Ratsherr and Das Spielmann's Kind, or their equivalents. Composition, based on the texts read. The spring term is largely devoted to securing proficiency in rapid and correct reading and translation.

#### SECOND YEAR.

4. *Fall*—Schiller's Wilhelm Tell or Maria Stuart. Harris' Composition.
5. *Winter*—Heine's Die Harzreise and Selected Poems. Harris' Composition.
6. *Spring*—Goethe's Faust.

#### THIRD YEAR.

7. Goethe's Egmont.
8. Schiller's Wallenstein, Lessing's Emilia Galotti.
9. Scheffel's Ekkehard.

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## FRENCH LANGUAGE AND LITERATURE.

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#### PROFESSOR STETSON.

1, 2, 3. *Fall, Winter, Spring*—BEGINNING COURSE—Grammar, elementary reading, training in pronunciation and the understanding of spoken French. At least one-half the time after first term is devoted to composition. Texts: Edgren's Grammar, Super's Reader, Kimbal and Grandgent's Composition Materials, Storr's Hints on French Syntax, Ma-

dame Therese, Fontaine's *Historiettes Modernes*, V. I., *Tartarin de Tarascon*.

4, 5, 6. *Fall, Winter, Spring*—SECOND YEAR.—At least one-half the time devoted to composition. Texts in 1901-2: "Voltaire's Prose (Cohn), *Cyrano de Bergerac*, *Les Miserables* (Sumichrast), *Grandgent's Composition*, *Storr's Hint's*, and independent composition work.

### GEOLOGY.

1, 2. *Fall, Winter*—GENERAL GEOLOGY, elementary, including a sketch of Quaternary Geology. Text: LeConte or Dana, lectures, prescribed reading and papers.

### ASTRONOMY.

1. *Spring*—DESCRIPTIVE ASTRONOMY, elementary. Text: Young's Astronomy (college text).

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### BIOLOGY.

#### PROFESSOR SCHNEIDER.

The work in this department is intended to give the student a knowledge of the world of nature; a knowledge of how living things are built, how they grow, and of their relations to each other and to the conditions under which they live. Each course has been designed to give the students the mental and manual training in the methods of investigation by which the facts and principles of the science have been established, and at the same time to give him a sufficient knowledge of the elements to enable him to pursue with profit more special study. A good equipment is provided and the work is made as practical as possible. Laboratory work is required in each course with a careful preparation of notes and drawings of each subject studied.

Biology 1, 2, 3, is required of Juniors on the Scientific course; elective in the classical course. Biology 4, 5, 6, is entirely elective in both courses.

1. *Fall*—INTRODUCTORY BIOLOGY—A study of the cell structure and vital phenomena and of the fundamental differ-



ences between plants and animals. Detailed study of the Earth-worm as a typical animal, and the Fern as a typical plant, followed by a study of Algae and Fungi. One recitation or lecture and six hours laboratory (counts 3).

Texts: Sedgwick & Wilson's General Biology; Barnes' Plant Life.

2. *Winter*—BIOLOGY OF INVERTEBRATES—Detailed laboratory study of the amoeba, the paramaecium, the vorticella, the sponge, the hydra, the sea-anemone, the starfish, the rotifera, the clam, the lobster and the grasshopper. One recitation and six hours laboratory.

Text: Parker and Haswell's Manual of Zoology.

References: Bumpus' Invertebrate Zoology, Brooks' Handbook of Invertebrate Zoology, Packard's Zoology, McMurrick's Invertebrate Morphology, and Parker and Haswell's Text Book.

3. *Spring*—ELEMENTS OF HISTOLOGY—Comparative detailed study of the tissues of the higher animals. Microscopical preparations of the principal tissues and organs are made and the common methods of preparation and mounting studied. Special drill is given in distinguishing the different tissues and organs under the microscope. One recitation or lecture and six hours laboratory.

Texts: Klein's Elements of Histology or Piersol's Text Book of Normal Histology.

4. *Fall*—COMPARATIVE BIOLOGY OF VERTEBRATES—Careful detailed dissection of the fish, the frog, the turtle, the pigeon and the cat, lectures, collateral reading, and laboratory.

Reference works: Wiedersheim's Comparative Anatomy, Marshall's Frog, Mivart's Cat, Howell's Dog, Gray's Man, Packard's Zoology, and Parker and Haswell's Text Book of Zoology.

5, 6. *Winter and Spring*—PHYSIOLOGY AND EMBRYOLOGY—Physiology is taught during the winter and two-thirds of the spring term by recitations, lectures with collateral reading, and laboratory work. Two recitations and three hours of laboratory (counts 3.)

Text: Huxley's Lessons in Elementary Physiology.



Reference works: Schafer's Text Book, Foster's Text Book, Howell's American Text Book of Physiology, and Stirling's Practical Physiology.

Vertebrate Embryology is taught the last third of the spring term by lectures and laboratory exercises. Detailed study of the embryology of the frog and the chick.

Reference works: Marshall's Vertebrate Embryology and Foster and Balfour's Elements of Embryology.

7. *Spring*—Bacteriology will be offered if five or more elect the course.

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## CHEMISTRY.

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PROFESSOR SCHNEIDER.

Chemistry 1, 2, 3, is required of the Freshmen on both courses. Chemistry 4, 5, 6, is elective. Laboratory work is required in each course and every student is provided with a pleasant working place in the laboratory, which is well equipped with all needed apparatus and material.

1. *Fall*—GENERAL INORGANIC CHEMISTRY—Recitations and lectures two hours a week, and four hours of laboratory work. The laboratory drill consists of experiments illustrating the classroom work. Text: Remsen's Inorganic Chemistry.

2. *Winter*—QUALITATIVE ANALYSIS—This course is intended to train the student in manipulation, observation and deduction and consists in the analysis of substances, both solid and in solution. One recitation or lecture and eight hours laboratory. Text: Prescott & Johnson's Qualitative Analysis.

3. *Spring*—ORGANIC CHEMISTRY—Two recitations and three hours laboratory. Text: Remsen's Organic Chemistry.

4, 5, 6. *Fall, Winter, Spring*—PHYSIOLOGICAL CHEMISTRY—This course continues through one year and consists of a thorough study of the chemical composition of the various tissues and fluids of the body. The work begins with a study of the albuminous bodies, and the more important carbohydrates and fats, this is followed with a study of the epithelial, connective, muscular, and nervous tissues. Next, digestion and the

various digestive fluids are studied; artificial digestions are made and the products of these digestions are isolated and studied. Then follows work with the blood, bile, milk and urine.

One recitation and six hours laboratory (counts 3). Text: Hammarsten's Text Book of Physiological Chemistry.

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## MATHEMATICS.

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### PROFESSOR LAWRENCE.

The work of the Freshman year is required on the Classical course; the work of both Freshman and Sophomore years is required on the Scientific course; all other work in the department is elective.

8. *Fall*—PLANE TRIGONOMETRY—Solution of triangles, goniometry, computation of logarithmic and trigonometric functions. Text book: Wentworth.

9. *Winter*—TRIGONOMETRY continued, 1 hour. HIGHER ALGEBRA, 2 hours.—A thorough review of fundamental principles followed by choice, chance, variables and limits, series, general theory of equations, and the solution of higher equations.

10. *Spring*—HIGHER ALGEBRA completed.

11. *Fall*—PLANE ANALYTICAL GEOMETRY—Loci and their equations, the straight line, the circle, the parabola, the ellipse and hyperbola. Text book: Wentworth.

12. *Winter*—PLANE ANALYTICAL GEOMETRY completed, 1 hour. DIFFERENTIAL CALCULUS, 2 hours.—Elementary differentiation, expansion of functions, indeterminate forms, maxima and minima, and application to curves. Text book: Osborne.

13. *Spring*—DIFFERENTIAL CALCULUS completed.

14. *Fall*—INTEGRAL CALCULUS—Elementary integrals, integration of rational fractions, integration by substitution, parts, and successive reductions. Trigonometric integrals. Text book: Osborne.

15. *Winter*—INTEGRAL CALCULUS completed, 1 hour. HIGHER ANALYTICAL GEOMETRY, 2 hours.—General equations

of the second degree, higher plane curves and solid analytics. Text books: Wentworth, C. Smith.

16. *Spring*—HIGHER ANALYTICAL GEOMETRY completed.

17. *Fall*—THEORY OF EQUATIONS—Based on Burnside and Pantón's Theory of Equations.

18. *Winter*—ADVANCED INTEGRAL CALCULUS—Including definite integrals and their geometric applications.

19. *Spring*—DIFFERENTIAL EQUATIONS.

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## ELOCUTION, ORATORY AND DRAMATIC ART.

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MR. ASKIN.

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### ELOCUTION.

The aim of this department is to enable the student to use the full measure of the powers of his mind and body before an audience, and to develop readers whose delivery shall be impressive and whose actions shall be graceful and natural. The course will cover:

1. **READING**—Interpretation, articulation, enunciation, emphasis.

2. **VOCAL EXPRESSION**—An understanding of the vocal mechanism, the strengthening and cultivation of the voice, correction of foreign accent; the specific application of the principles of clearness, simplicity, strength and variety in delivery. Interpretation is approached from within; correct thinking is made the basis of correct expression.

3. **GESTURE**—The eradication of mannerisms and the cultivation of repose will be the aim of this branch.

### ORATORY.

The great aim of the Department of Oratory will be to develop the student so that he may say what he has to say to the public, in an effective manner. By simple and direct methods the student is enabled to grasp the thought of his selection in a general way. After the thought has been mastered the several points are studied with regard to their relation to each other.

Standard orations will be analyzed and exposition of the orator's logic and style will be required. Attention will be paid to original oration and debate.

### **DRAMATIC ART.**

The plays of Shakespeare will form the basis for study in this department. The dramatic structure of the plays will be the great object, while stage deportment, stage business and costuming will receive considerable attention. The functions of the dramatic instinct, the imagination, and the emotions will be considered with and without reference to the delivery. During the year plays will be produced with complete accessories.

### **RECITALS.**

Throughout the year the Department will give Students' Recitals, at which the students will have the opportunity of becoming used to public appearance, thus gaining courage, self-reliance, and the power to think when facing the public.

Private instruction, two lessons per week for a term of twelve weeks, \$16.00.

### **Fall Term.**

READING—Selections from Shakespeare's Merchant of Venice.

Field's "Profitable Tales" and Poems.

VOCAL EXPRESSION—Vocal Culture.

Breathing.

Tone Formation.

GESTURE—Eradication of Mannerisms.

ORATORY—Webster's "Bunker Hill Oration."

Analysis of Thought.

Study of Style.

Memory Work.

DRAMATIC ART—Study of "As You Like It."

Production of Lewis' "The Bells."

### **Winter Term.**

READING—Continuation.

VOCAL EXPRESSION—Tone Production.

Vocal Exercises.

GESTURE—Simple Gesture Work.

ORATORY—Burke's Orations.

DRAMATIC ART—Study of Merchant of Venice.

Production of "David Garrick."

### Spring Term.

READING—Shakespeare's "Hamlet"

Browning's Poems,

Kipling's Poems.

Tennyson's Poems.

VOCAL EXPRESSION—Control, color, etc.

GESTURE—Control.

ORATORY—Original work.

DRAMATIC ART—"Hamlet."

Production of "The Ladies' Battle."

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## GYMNASTICS.

H. E. FARNHAM, PHYSICAL DIRECTOR.

A course of Gymnastics is offered to all students. It is not designed to take the place of out of door exercises, and so is not required until the Winter term. Beginning at this time in the school year, it extends into the Spring term until tennis, outdoor basket ball, and field sports may command attention. Each student is expected to be present at drill for at least two hours each week. A physician's certificate of physical disability is required of such as may seek to be excused from gymnastic work.

The College does not in this department encourage the performances sometimes styled gymnastics, which have acquired notoriety purely because of their dangerous and sensational character. Maclaren of England well outlines what the Director of the Tabor College Gymnasium heartily endorses: "In our day, if gymnastics mean anything,—that is, anything worth the serious thought of parent, teacher or pupil—they mean a gradual, progressive system of physical exercise, so conceived, so arranged, and so administered, that it will naturally and uniformly call forth and cultivate the latent powers and capacities of the body, even as the mental faculties are developed and strengthened by mental culture and mental exercise."

Special attention is given to body-building and the correction of physical defects. The work is carefully graded from simple, calisthenic exercises through floor drills with dumbbells, Indian clubs or wands to the more arduous exercises of mat work and the horizontal and parallel bars. Military drills and fancy marching, games, and building of pyramids are introduced for the sake of the variety and pleasure to the pupils. Annual exhibitions are given, usually at the close of the Winter term. The College was among the first of Iowa institutions of learning to see the value of gymnastics to the young, and the practical help of good courses of physical instruction to all those who expect to make teaching a life work. More and more each year the colleges and universities will recognize the fact that physical development, health and comeliness must go along with mental growth.

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## MUSIC.

Sophomores, Juniors and Seniors who are sufficiently advanced in Music may elect the work offered in the Conservatory in Harmony, Counterpoint and History of Music. This will count as three hours elective through the year. For a description of this course, see page 54.

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## ART.

Technical instruction is given in drawing in charcoal and pencil, pen and ink, oil, pastel, crayon and water color.

Perspective and Mechanical Drawing are also taught and special arrangements have been made that every student in the College may take this drill with very little expense.

Classes are formed for the study of Composition and the History of Art, open to all regular Art students.

Instruction in all classes is individual, and the advancement of each student depends on the degree of proficiency only. Students will find it much to their advantage to follow out the course of study recommended here, and upon completion of such a course certificates will be granted.

*Elementary.* From the beginning the student is taught to draw from the object. Models are provided whose contours are



straight lines. From these block figures the student gains a thorough knowledge of proportion and perspective. This method of work is carried throughout the course. The work then advances to drawing from fragments of the human figure and models of natural objects.

*Antique.* In the antique class the models used require close observation, combined with great patience and perseverance, though the earnest student will find little difficulty in mastering the more subtle outlines of the head, having once gained a very good idea of proportion from the block figures.

The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and in the study of superficial forms, but in the general yet no less certain laws which underlie and distinguish the work of every master in sculpture or painting.

*Still Life and Life.* Work in this class consists of drawing and painting from the living model and objects. More attention is given to the study of the head, since the subtle outline and character study is believed to develop the mind and individuality of the student.

Students who paint should draw a portion of the time, and in all cases a careful study of the model and a conscientious search for contours and construction are recommended.

No effort is made to bring the students to a uniformity of method, except to the extent of instructing them to see forms as they really exist; beyond this each student is permitted to develop or follow out a style of his own.

*Composition.* Pictorial composition is the proportionate arrangement and unifying of the different features and objects of a picture. There must be an exercise of judgment on the part of the student as to fitness and position, as to harmony of relation, proportion, color, light, and there must be a skillful uniting of all the parts into one perfect whole.

### TUITION.

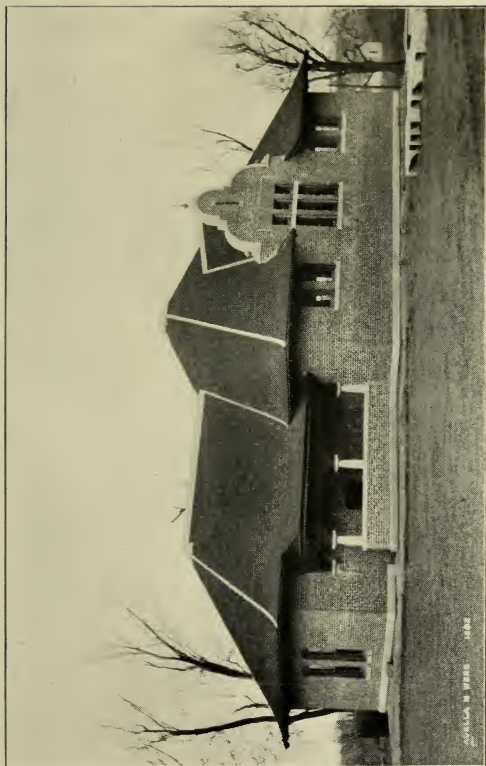
Drawing, per term of twenty-four lessons, three hours	
each.....	\$12 00
Painting, per term of twenty-four lessons, three hours	
each.....	12 00

## THE ACADEMY.

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The Academy prepares fully for entrance to the College. All the courses in the Academy are continuous with the courses in the College; and are taught by the same faculty, in the same recitation rooms and laboratories as the corresponding College courses

The work is so planned as to give the student who does not expect to enter College a well rounded course as far as he goes. It is thorough, and students whose time in school must be brief can here make the most of it. The fact that the Academy is so intimately connected with the College is very fortunate, as it gives the student many privileges that he could not otherwise enjoy. The Library, the Gymnasium, Lecture Courses, the Conservatory of Music, the College Societies, the moulding influence of contact with more mature students, are all advantages well worth considering.



HEATING PLANT



## SYNOPSIS OF COURSES.

## JUNIOR YEAR.

## FALL TERM.

Latin 1.....	5
Mathematics 1.....	4
English 1, a.....	4
History 1.....	3

## WINTER TERM.

Latin 2.....	5
Mathematics 2.....	4
English 2, a.....	4
History 2.....	3

## SPRING TERM.

Latin 3.....	5
Mathematics 3.....	4
English 3, a.....	4
History 3.....	3

## MIDDLE YEAR.

## FALL TERM.

Latin 4.....	4
Mathematics 4.....	4
English 1, b.....	4
‡History 4.....	4
‡Science 1.....	4

## WINTER TERM.

Latin 5.....	4
Mathematics 5.....	4
‡History 5.....	4
English 2, b.....	4
‡Science 2.....	4

## SPRING TERM.

Latin 6.....	4
Mathematics 6.....	4
‡History 6.....	4
English 3, b.....	4
‡Science 3.....	4

## SENIOR YEAR.

## FALL TERM.

English 4.....	3
Latin 7.....	4
Science 4.....	4
*Greek 1.....	5
*German 1.....	5

## WINTER TERM.

English 5.....	3
Latin 8.....	4
Science 5.....	4
*Greek 2.....	5
*German 2.....	5

## SPRING TERM.

English 6.....	4
Latin 9.....	4
Mathematics 7.....	4
*Greek 3.....	4
*German 3.....	4

‡Either Science or History may be elected.

\*Greek is elected by those who expect to pursue the Classical course in the College; German by those who take the Scientific course.

## COURSES BY DEPARTMENTS.

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### ENGLISH.

PROFESSOR SMITH.

#### JUNIOR YEAR,

1*a*, 2*a*, 3*a*. During this year work in Composition and Rhetoric (Smith-Thomas) will alternate with the study of English classics, two days a week each.

#### MIDDLE YEAR.

1*b*, 2*b*. Study of English classics to meet entrance requirements of New England colleges.

3*b*. Johnson's History of English and American Literature.

#### SENIOR YEAR.

4. *Fall*—Smith-Thomas Composition and Rhetoric.
5. *Winter*—Smith-Thomas Composition and Rhetoric.
6. *Spring*—Advanced English Grammar.

### LATIN.

PROFESSOR FAIRCHILD.

Students who wish to begin the study of Latin are expected to have had some practice in analyzing English sentences. The technical points of English Grammar are not as necessary as is a fair ability to apply the general principles of syntax. Collar and Daniel's First Year Latin Book is used in the first two terms of the Junior Academy Year. This book is believed to avoid the objections of the strictly inductive method and yet to give the student early use of idiomatic Latin construction.

Collar's Practical Latin Composition includes selections from Viri Romæ, Nepos, Cæsar and Cicero for translation into English, with English sentences drawn from each chapter to be translated into Latin.

It is desirable that students intending to enter the second year of Latin should have had some training in translating the easier Latin prose which is found in Mr. Collar's selections.



The amount of work will be approximately: in Cæsar, two books, together with easier Latin prose; in Cicero, five orations; in Virgil, six books of the Aeneid; in Sallust, Catiline and one-half of the Jugurthine War.

TEXT BOOKS USED—

Grammar, Allen and Greenough.  
First Year Latin Book, Collar and Daniel.  
Practical Latin Composition, Collar.  
Cicero's Orations, Harper and Gallup.  
Virgil's Aeneid, Greenough.  
Sallust, Chase and Stewart.

JUNIOR YEAR.

1. *Fall*—Collar and Daniel, First Year Latin Book.
2. *Winter*—Collar and Daniel, First Year Latin Book.
3. *Spring*—Collar and Daniel, First Year Latin Book.  
Collar's Practical Latin Prose Composition.

MIDDLE YEAR.

4. *Fall*—Practical Latin Composition.
5. *Winter*—Cicero's Orations.
6. *Spring*—Cicero's Orations.

SENIOR YEAR.

7. *Fall*—Virgil's Aeneid.
8. *Winter*—Virgil's Aeneid.
9. *Spring*—Sallust's Jugurthine War, Catiline.

GREEK.

PROFESSOR FARNHAM.

SENIOR YEAR.

1. *Fall*—White's First Greek Book.
2. *Winter*—White's First Greek Book.  
Moss' First Greek Reader.
3. *Spring*—White's First Greek Book.  
Xenophon's Anabasis, Book I.

**GERMAN.**

PROFESSOR LAWRENCE.

## SENIOR YEAR.

1. *Fall*—Joynes-Meissner's German Grammar
2. *Winter*—Joynes-Meissner's German Grammar.  
Hewett's Reader.
3. *Spring*—Storm's Immensee.  
Riehl's *Der Stumme Ratsherr* and *Das Spielmann's*  
Kind, or their equivalents.  
Composition, based on the texts read.

**MATHEMATICS.**

PROFESSOR LAWRENCE.

Students are expected to have completed Arithmetic before entering the Academy. The first year in the Academy is devoted to Algebra, and much attention is given to method and facility in the use of radicals, quadratic equations, proportion and literal expressions.

The second year and third term of the third year are devoted to Plane and Solid Geometry, and in this work much emphasis is laid upon the demonstration of original exercises.

## JUNIOR YEAR.

1. *Fall*—Milne's Algebra, to fractions.
2. *Winter*—Milne's Algebra, to quadratics.
3. *Spring*—Milne's Algebra, to logarithms.

## MIDDLE YEAR.

4. *Fall*—Beman and Smith's Plane Geometry, Book I.
5. *Winter*—Beman and Smith's Plane Geometry, Books II and III.
6. *Spring*—Beman and Smith's Plane Geometry, Books IV and V.

## SENIOR YEAR.

7. *Spring*—Beman and Smith's Solid Geometry.

**SCIENCE.**

## MIDDLE YEAR.

1. *Fall*—Physiology, Blaisdell. Recitation and demonstration.

2. *Winter*—Physiology completed, 4 hours first half term Botany. A study of the seed and its germination, the seedling, the root and stem. Three recitations and three hours of laboratory (counts 4). Text: Bergen's Foundations of Botany.

3. *Spring*—Botany continued. The bud, leaf, flower and fruit. Ecology; Brief study of cryptograms. Hours and text as above; in addition field work, including the collection of a herbarium of fifty specimens, is required.

4, 5. *Fall, Winter*—PHYSICS, four hours per week. One-third of the time spent in laboratory work. Text: Carhart and Chute.

**HISTORY.**

## PROFESSOR GORDON.

The aim of this department is to lay a thorough foundation for the study of History. The Source method is used, and the origin and evolutions of states, municipal governments and political institutions carefully traced. The work of the first year is required; that of the second is elective.

## JUNIOR YEAR.

1. *Fall*—Early Civilizations of Assyria, Egypt, Phoenicia, Palestine and Greece.

2. *Winter*—History of Rome.

3. *Spring*—The Middle Ages, and Modern Times.

## MIDDLE YEAR.

4. *Fall*—History of England.

5. *Winter*—History of the United States.

6. *Spring*—Civil Government in the United States. Text book: John Fiske's Civil Government.

## THE CONSERVATORY OF MUSIC.

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Instruction is given in Piano, Voice, Violin and Organ. Classes are formed in Harmony, Counterpoint, Analysis and Musical History. The instruction in each of these is thorough, systematic and of educational value. A Musical Reading Club, open to all students, meets once a week for the study of subjects of general musical interest under the direction of the teacher of theory.

A Glee Club is formed each year, under the direction of the teacher of vocal music.

Recitals are given throughout the year, in which students who are qualified are allowed to take part.

### PIANO.

The strength of the piano work here has been largely due to the successful introduction a few years ago of the Virgil practice clavier. It has been introduced with success into London and Berlin during the last four years, is now accepted by many of the most eminent musicians, and is filling a need long felt by thoughtful pianists by enabling students to separate the mechanical from the musical. By this means greater accuracy and assurance can be obtained at less expenditure of time, strength and nerve force. Technical facility is gained by work, not in itself inspiring, but done with the utmost exactness for the sake of the power derived.

The clavier possesses a keyboard and action identical with that of the piano. Its use enables the student to devote a portion of each day's practice to the business of conquering mechanical difficulties, and incidentally, musical thought and imagination are trained by the desire to hear the tones which are absent.

Moritz Moszkowski says: "I prefer a clavier trained pupil to all others, for his technic is always eminently satisfactory."

This method as yet, can be studied in only the largest cities and most progressive schools.

Practice instruments are provided and every facility given for excellent work.

This course prepares the student to graduate in one year at the New England Conservatory or any standard school of music.

FIRST YEAR.

Technic; Duvernoy, Op. 120.

Loeschorn, Op. 66; Heller, Op. 47.

SECOND YEAR.

Technic; Czerny, Op. 299.

Heller, Op. 46; Raff, thirty progressive studies.

Bach, Little Preludes.

THIRD YEAR.

Technic; Cramer-Bulow Studies.

Clementi's Gradus.

Bach, two and three-part inventions.

Doring, Octave Studies.

FOURTH YEAR.

Advanced Technic; Moscheles and Kessler Studies.

Bach, Italian Concerto and Suites.

Kullak, Octave Studies.

Frequent class lessons occur at which all pupils studying the piano are required to be present and play before each other.

Students not wishing technic training on the clavier are taught thoroughly and systematically on the piano alone. The needs and tastes of each student are constantly taken into consideration, whether the student intends to be a teacher or merely a player.

Pieces by the best composers to be studied throughout the course at the discretion of the teacher.

**ORGAN.**

Opportunities for practice are equal to the best conservatories. The College provides for daily practice a two-manual full pedal-keyboard reed organ. The large two-manual pipe organ in the Congregational church is used for teaching and the study of registration. This organ, with the exception of

one three-manual pipe organ in Omaha, is the largest in this part of the West.

To enter this department the student must be well grounded in the rudiments of piano playing, as the complication of learning to use the pedal-keyboard and the use of the stops, make it necessary to have the mind free to think of these things instead of learning to correct inaccurate reading of notes, incorrect time and poor finger action.

The object of this department is to prepare organists to play the usual Protestant church service in a capable and satisfactory manner.

Students will be fitted for concert work if they continue their study after graduation.

Average time required for graduation by those well prepared to take up the study of the organ is two years.

#### FIRST YEAR.

Henry M. Dunham's Organ School or  
Lemmen's Organ School, Book I.  
Rink's Chorales. Rheinberger's Trios.  
Geo. Whiting's Preludes and Postludes.  
Hymn-tune playing, anthems and masses.

#### SECOND YEAR.

Rink's Organ School, Books III, V, or  
Lemmen's Organ School, Book II.  
Bach's Eight Preludes and Fugues.  
Mendelssohn Sonatas.

Selections from the works of Best, Eddy, Guilman, Widor, Batiste and others will be given at the direction of the teacher throughout the course.

If the students are not prepared to enter this course, special training will be given them.

#### VOICE.

The vocal department is designed not only to develop and cultivate the voice, but to give the student a thorough and practical knowledge of all matters pertaining to vocal music.

Students are fitted to become teachers and also to hold positions as church and concert singers.

The old Italian method, as used by the most successful teachers, is employed to enable the student to properly control the breath and produce that beautiful purity of tone and evenness of quality so desirable.

Through the Glee clubs, college choir and other organizations, pupils may acquaint themselves with much of the better class of part songs, either as listeners or singers. A good voice and moderate proficiency in sight reading are the requirements for entering these societies.

A course of four years is offered, and before graduating the student is required to possess a fair knowledge of instrumental music.

Following is the course arranged, which may be varied according to the needs of the student.

#### FIRST YEAR.

Franz Abt's Exercises.  
Sieber's Vocalises.  
Concone's 50 Lessons.  
Song Singing, English ballads.

#### SECOND YEAR.

Sieber's Vocalises, velocity.  
Concone's Exercises.  
Marchesi's Vocalises.  
Sacred song and solos from standard composers.

#### THIRD YEAR.

S. C. Marchesi's Italian Vocalises.  
Shakespeare's Exercises.  
Vaccaj's Vocal Exercises.  
Sacred music and opera songs.

#### FOURTH YEAR.

Recitatives and Arias from the best oratorios and operas.  
Arias and songs from the best writers.



Special exercises by teacher for tone quality, high placement, resonance, depth, breadth and technic given throughout the entire course.

### THEORY.

It is becoming more and more necessary for the student to reach higher attainments in theoretical branches, as it is here the line is drawn between the musician and the mere performer.

For this reason all available pressure will be brought to bear upon students to constrain them to see the necessity for a more thorough knowledge of the underlying principles of music.

The text book used in analysis is Prout's Applied Forms. In Harmony, Stephen Emery, Jadassohn and Richter. Counterpoint, Jadassohn and Richter.

Four terms of Harmony and two of Counterpoint are required.

A two years' course is offered in the History of Music. The first year covers the work laid out in Fillmore's History of Music. The second year is spent in studying the lives of the great composers, and their works. Fillmore's Piano-Forte Composers, and Ritter's History of Music in America, are the textbooks used in conjunction with books from the Library. This is readily done, as the Musical Library connected with the College is ample for such work.

### THE VIOLIN.

In the violin department the instruction is carefully adapted to the age and needs of each pupil. There is no rigid routine of exercises which all must follow, but studies and pieces are assigned such as are calculated to interest and advance the pupil most profitably.

As to the time required to complete the course, it is impossible to fix a certain period in which all pupils shall cover the same amount of work, as the rapidity of progress varies with the zeal and ability of the pupil. From time to time public recitals are given which afford pupils opportunities for becoming accustomed to appearing before an audience. All pupils who are competent to do so are expected to play at these recitals.

Beginners require from three to six months preparation for first public performance. No effort is spared to make the pupil feel that he is a pupil of music, as well as of the violin, and that he is to be a musician and not a mere technician.

The following is a list of the studies usually taken during the course:

Dancla; Herrmann, or any other good method for beginners; Hoffman; Kayser; Kreutzer; Rode; Dont; David; Tartini's "Art of Bowing;" Gavinies.

As stated before, this is varied to meet the requirements of the individual student. In connection with these exercises, the pupil also studies solos, duets and other suitable pieces throughout the entire course, at the discretion of the teacher.

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### REQUIREMENTS FOR GRADUATION.

The equivalent of a two years' course in a good High School or Academy, which must include one year's work in German or French is required of all students of the Conservatory.

Four terms of Harmony and two of Counterpoint; one term in analysis and two years—one lesson per week—are required in the History of Music.

The courses offered cover nominally a period of four years, but the students are expected to have acquired the rudiments of music before entering the Conservatory. Much depends upon individual talent as to the time required to complete the course.

**TUITION AND OTHER EXPENSES.****Per Term, Payable in Advance.**

Two Lessons Per Week—In Classes of Three.

One Hour Lessons.

**FALL TERM, THIRTEEN WEEKS.**

Piano, voice, violin, organ, each in classes.....	\$19 50
Private half hour lessons.....	26 00
Harmony, Counterpoint, each, in classes.....	10 00
History of Music, in classes.....	1 00

**WINTER TERM, TWELVE WEEKS.**

Piano, voice, violin, organ, each, in classes.....	\$18 00
Private half hour lessons.....	24 00
Harmony, Counterpoint, each.....	10 00
History of Music.....	1 00

**SPRING TERM, ELEVEN WEEKS.**

Piano, voice, violin, organ, each, in classes.....	\$16 50
Private half hour lessons.....	22 00
Harmony, Counterpoint, each.....	10 00
History of Music.....	1 00
Analysis, one class lesson per week.....	5 00

Piano Lessons from Assistant—

Per term—private half-hour—two lessons per week.

Fall term.....\$19 50

Winter term.....18 00

Spring term.....16 50

Rent of pianos, one hour a day, per term.....2 00—3 00

Rent of College organ, one hour a day, per term.....2 00

Rent of Church organ—

Six hours per week, per term.....10 00

Two hours per week, per term.....5 00

One hour per week, per term.....2 50

Single hour.....25

Rent of practice clavier, one hour a day, per term.....1 50

A liberal discount is made when instruments are rented several hours a day.

The regular library fee is charged all conservatory pupils.  
See page 14.

No refund of term bill can be made save in case of protracted illness, and no reduction can be made for absence from lessons.

Lessons occurring on legal holidays are not given.

For estimate of living expenses in Tabor, see page 14.

## AMENDED ARTICLES OF INCORPORATION OF TABOR COLLEGE.

*Adopted June 9, 1897.*

Whereas, On the 5th day of October, 1853, John W. Smith, George B. Gaston, James L. Smith, Origen Cumings, and John Todd organized in Tabor, Fremont county, Iowa, a Literary Institute, the object of which was, as declared in the Articles of Incorporation, to harmoniously develop the moral, mental and physical powers of those who should enjoy its privileges, with equal freedom to both sexes and all races, and

Whereas, Thereafter, on the 23d day of July, 1866, George B. Gaston, John Todd, Solomon Jones, Isaac Townsend, William M. Brooks and Richard R. Hanley did adopt Articles of Incorporation declaring and establishing Tabor College, with the object thereby to promote Christian education by harmoniously developing the moral, mental and physical powers of those who should have its advantages, and admitting both sexes, without distinction of race or color, to the privileges of the College, and giving said College power to confer all degrees conferred by similar institutions, and to acquire and hold property for the purpose of accomplishing the objects for which this College is organized.

Now, therefore, in order the more fully and perfectly to promote, establish and confirm the work of said Tabor Literary Institute and its founders, and of this, Tabor College, and its founders, and to continue and extend its corporate existence and powers for the period of fifty years from this time, we, the members of the Board of Trustees of Tabor College, whose names are hereto subscribed, do hereby amend and readopt the following original Articles of Incorporation of this College adopted as aforesaid on said 23d day of July, 1866.

Section 1. This body corporate shall be known as Tabor College.

Section 2. The location of Tabor College and the principal place for the transaction of its business shall be at Tabor, Fremont county, Iowa.

Section 3. The object of this corporation is and shall be to promote Christian education by the harmonious development of the moral, mental and physical powers of those who shall share its advantages, by maintaining a college for instruction in the higher arts of science and literature, and with the power, as occasion may require, of establishing a department or departments for manual labor, for instruction in any of the learned professions, and also for the instruction of teachers, and fur-

ther, to receive, care for and use any funds or property that the College now has or that may be given by any person or persons desiring to further such purpose, and especially it shall be the object to continue, manage and support Tabor College.

Section 4. The business of said corporation shall be conducted by a Board of Trustees of not to exceed twenty persons, at least twelve of whom shall be members of the Congregational Church; said Board shall be composed at the present time of the following persons, whose terms of office shall expire as designated:

Term Expires 1898—A. B. Thornell, C. A. Barnes, J. H. Rice, Dwight P. Breed.

Term Expires 1899—E. S. Hill, W. M. Brooks, G. A. Day, Samuel Holmes.

Term Expires 1900—L. E. Webb, C. C. Wright, W. W. Wallace, H. N. Wood.

Term Expires 1901—J. L. Smith, H. T. Woods, J. M. Barbour, Robert McClelland.

Term Expires 1902—A. C. Gaston, E. J. Burkett, C. M. Day.

The Board of Trustees at any regular meeting shall have power to fill vacancies occurring in their number for the unexpired term. The Board shall also have the power to remove any Trustee and declare his position vacant by a three-fourths vote of all the Trustees.

Section 5. At each annual June meeting the Board shall elect Trustees to fill the places of those whose terms expire that year for the next ensuing five years.

Section 6. The Board shall have entire control of the College, shall invest and appropriate all property and funds now owned and possessed by the College, or that hereafter may be placed in their hands in accordance with the wish of the donor, when such wish is expressed; otherwise as the interests of the College demand. It shall prescribe a course of instruction, shall elect a Faculty and provide regulations for their direction; shall provide for the admission, government and graduation of students, and shall regulate the tuition and other contingent fees, and shall have power to confer all degrees conferred by similar institutions.

Section 7. The corporation shall have the power, in its corporate name, to buy, sell and hold real estate and other property, to make contracts, sue and be sued, and to do any business that similar corporations are empowered by law to do, provided that the real estate of the corporation shall be sold and conveyed only on the order of the Board of Trustees, and a deed therefor to be valid must be given under the hand of the chairman and secretary of the Board of Trustees and the seal

of the corporation, but mortgages to the corporation may be released by the chairman and secretary of the Board without any formal order therefor.

Section 8. The Board of Trustees shall have the power and it shall be their duty, as rapidly as possible, to accumulate a permanent endowment fund, which shall be loaned or invested only under the direction of the Trustees, only the income of which shall be available for the maintenance of the College.

Section 9. Neither race, sex nor creed shall be made a condition to the privileges of the College.

Section 10. This corporation shall have and use a common seal, and the time of its duration shall be extended and continued for the term of fifty years from this date.

Section 11. The Board of Trustees shall adopt such by-laws as they may deem necessary for the government of the Board, the orderly dispatch of business and the guidance of the Faculty.

Section 12. A majority of the members shall constitute a quorum for the transaction of business at any meeting.

Section 13. The Board may appoint such committees as may be necessary for the management of the institution; provided, however, that title to real estate belonging to the corporation can only be alienated in accordance with Section 7 hereof.

Section 14. The private property of the Trustees shall not become liable for the debts of the corporation.

Section 15. These Articles of Incorporation may be changed at any regular meeting of the Board of Trustees if three-fourths of the Trustees are in favor of the proposed change.



## ALUMNI.

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### OFFICERS.

Mrs. Irene West-Barbour, *President*.

Mr. Clويد L. Hall, *Vice-President*.

Miss Harriett Avery, *Corresponding Secretary*.

Mrs. Harriet Ellis-Todd, *Recording Secretary*.

Miss Margaret Lawrence, *Treasurer*.

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NOTE—All Alumni are requested to correct any errors or omissions that may be noted in the following list.

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### Class of 1870.

B. I. Cumings, A. B., farmer, Tabor, Iowa.

Asbury S. McPherron, A. B., principal schools, Redlands, Cali.

James Morris, A. B., lawyer, Johnstown, Neb.

Lucy O. Cumings-Lindsay, B. L., Chamberlain, S. Dak.

H. Maria Gaston-McPherron, B. L. (deceased).

Margaret Todd-Currier, B. L., Potrero, San Diego county, Cali.

Salome R. Shepardson, B. L., Glenwood, Iowa.

### Class of 1873.

T. Weston DeLong, A. B., farmer, Ainsworth, Neb.

Hiram A. Disbrow, A. B., lawyer, Atlantic, Iowa.

Adelbert Everton Kellogg, A. B., principal schools, San Francisco, Cali.

Frederic W. Lehmann, A. B., attorney, St. Louis.

Hon. A. B. Thornell, A. B., lawyer, Sidney, Iowa.

Lillie J. Carpenter-Todd, A. B., Vermillion, S. D.

Eva L. Woods-Rice, A. B., 2003 Grand ave., Los Angeles, Cali.

Anna Glover-Woods, B. L., Tabor, Iowa.

Pillie Glover-Chessington, B. L., 1227 D street, Lincoln, Neb.

**Class of 1874.**

Othello V. Rice, A. B., State Superintendent Children's Home Society, 2003 S. Grand ave., Los Angeles, Cali.  
Edwin Strong Hill, A. B., D. D., clergyman, Atlantic, Iowa.

**Class of 1875.**

Milo H. Gates, A. B. (deceased).  
Stephen A. Osborn, A. B., lawyer, 21-23 Opera block, Denver, Colo.  
Ormund G. Sexton, A. B., lawyer and broker, Tampa, Fla.  
George Washington Taylor, A. B., lawyer, 1235 Ogden street, Denver, Colo.  
Lester L. West, A. B., D. D., clergyman, Winona, Minn.  
Irene West-Barbour, A. B., Tabor, Iowa.

**Class of 1876.**

Robert Aiton, A. B., lawyer, Philadelphia, Pa.  
Lycurgus E. Pangburn, A. B., clergyman, New Haven, Conn.  
Quintus Curtius Todd, A. B., clergyman, Tabor, Iowa.  
Edward L. Houghton, A. B., B. S., clergyman, Pawtucket, R. I.  
William A. Wyman, A. B., physician and surgeon, Cheyenne, Wyo.  
Dora A. Ellis-Wyman, B. L., Cheyenne, Wyo.  
Ella M. Ellis-Tipple, B. L., Tabor, Iowa.  
Harriet S. Ellis-Todd, B. L., Tabor, Iowa.

**Class of 1878.**

Edward H. Ashman, A. B., clergyman, Weiser, Idaho.  
Alden B. Case, A. B., missionary, Hyde Park, Cali.  
C. Lewis-Sturges, A. B., Toluca, Cali.  
Carrie E. Briggs-Cumings, Baxter, Iowa.  
Alice E. Brothers, B. L., Malvern, Iowa.  
Mary Buffington-Craven, 135 6th Ave North, Seattle, Wash.  
Mira G. Rice-Case, B. L., Hyde Park, Cali.

**Class of 1879.**

Lizzie Buffington-Bogart, B. L., Glenwood, Iowa  
Belle Osborn-Webber, B. L., Marshall, Minn.  
Bertha Todd-Campbell, B. L., Harlan, Iowa.  
Frances Wright-Sturges, B. L., Clearmont, Cali.

**Class of 1880.**

William H. Dalton, A. B., grocer, 1933 Holmes street, Lincoln, Neb.  
George Barnum-Butlin, B. L., Washington, D. C.  
Fannie Dalton-Rice, B. L., Bancroft, Neb.  
James M. Hopkins, B. L., farmer, Magnet, Mo.

**Class of 1881.**

Edward L. Blackshear, A. B., president Prairie View Normal College, Texas.  
Hightower T. Kealing, B. S., editor, 631 Pine street, Philadelphia, Pa.

**Class of 1882.**

Walter M. Ellis, A. B., clergyman, Endeavor, Wis.  
Emily C. Gaston-Vinton, A. B., Pacific City, Iowa.  
George A. Day, A. B., lawyer, National Bank building, Omaha, Neb.  
Edmund B. Edgar, B. S., manager Plano Manufacturing Co., 444 E. 62nd street, Chicago, Ill.  
Mary Day-Edgar, B. L., 444 E. 62nd street, Chicago, Ill.

**Class of 1883.**

Carlton C. Wright, A. B., lawyer, Omaha, Neb.  
Lewis B. Avery, A. B., principal of High school, Redlands, Cali.  
Benjamin F. Swatman, B. S., pharmacist, Tabor, Iowa.  
Henry N. Wood, B. S., state agent N. British and Mercantile Insurance Co., 1034 S. 29th street, Omaha, Neb.  
Armina Munsinger-Blake, B. L., 35 Shermerhorn street, Brooklyn, N. Y.  
Josie Watkins-Shaw, (Music), Burton, Wash.

**Class of 1884.**

- William C. Houghton, A. B., Houghton Automobile Co.,  
West Newton, Mass.  
Newton J. Rice, A. B., physician and surgeon, 527 Main  
street, Council Bluffs, Iowa.  
Stephen A. Merritt, B. S., lawyer, Butte, Mont.  
Irwin A. Loose, B. S., cashier, Thurman, Iowa.  
Nellie Barbour-Williams, B. S., Buena Vista, Colo.  
Edna Brintnall-Sheldon, B. S., Hull, Iowa.  
Marie Tolman-Avery, B. L., Redlands, Cali.

**Class of 1885.**

- Robert Hunter, A. B. (deceased).  
Julia E. Teele, A. B., physician and surgeon, Lowell House,  
New Haven, Conn.  
Gilbert E. Brooks, B. S., Iowa City, Iowa.  
Edward W. Harney, B. S., lawyer, Butte, Mont.  
Leverett A. Hill, B. S., lawyer, Mason City, Iowa.  
Albert J. Munsinger, B. S., merchant, Tabor, Iowa.

**Class of 1886.**

- Eugene W. Brooks, A. B., wholesale druggist, 1062 21st  
street, Des Moines, Iowa.  
Charles M. Day, A. B., editor Argus-Leader and postmaster,  
Sioux Falls, S. D.  
Edith M. Brooks-Brooks, A. B., 912 6th ave., S. Minneapolis,  
Minn.  
Harriet A. Farnham, B. S. (deceased).  
Walter W. Goddard, B. S., editor, 241 Wabash ave., Chicago.  
Frederic E. Teele, B. S. (deceased).  
Senah Baylor-Keenan, B. L., 1062 21st street, Des Moines,  
Iowa.  
Cora Gaston-Rice, B. L., Laurel, Neb.  
Lydia Mary Geer, B. L., milliner, Grand Island, Neb.  
Elsie Moulton Gilliland, B. L., Glenwood, Iowa.  
Maud Pinkerton, B. L., teacher, Tabor, Iowa.

**Class of 1887.**

Frank M. Somers. B. S., physician and journalist, Beulah, Colo.

Theta Hart-Findlay, B. L., Otho, Iowa.

Anna Teele-Campbell, B. L., Osceola, Neb.

Ellen Gaston-Hurlburt, B. L., Tabor, Iowa.

**Class of 1888.**

Walter A. Brintnall, A. B., clergyman, Ogden, Iowa.

Edmund D. Brooks, A. B., book dealer, 605 First Avenue South, Minneapolis, Minn.

Bertha Matthews-Jones, B. L., Tabor, Iowa.

Mary B. Payne-Bates, B. L., Orient, Iowa.

**Class of 1889.**

William M. Sturms, A. B., general agent for northwest of A. H. Andrews & Co., Rapid City, S. D.

Berthold L. Webber, A. B., missionary American S. S. Union, Marshall, Minn.

William A. Beckett, U. S. mail clerk, Malvern, Iowa.

James R. Graham, merchant, Hastings, Iowa.

**Class of 1890.**

Ella A. Kilburn, A. B. (deceased).

Anna M. Andres-Crooks, B. S., Burlington Junction, Mo.

Hon. E. J. Burkett, B. S., member of Congress First District of Nebraska, Washington, D. C.

Carl R. Ickis, B. S. (deceased).

Ida L. Robbins, B. S., 1415 B street, Lincoln, Neb

Harriet K. Avery, B. L., teacher, Tabor, Iowa.

Helen A. Brooks, B. L., lecturer, Atlantic, Iowa.

Florence A. Glover, B. L., teacher, Gordon, Neb.

Emily R. Jaffers-Brintnall, B. L., Ogden, Iowa.

**Class of 1891.**

Raymond C. Brooks, A. B., clergyman, 1121 Eighth ave., East Oakland, Cali.

Virgil B. Hill, B. S., clergyman, Allison, Iowa.

- Warren H. Ickis, B. S., District Judge, Zamboanga, Mindanao, P. I.  
Margaret Lawrence, B. S., A. M., professor of mathematics, Tabor College, Tabor, Iowa.  
Chas. E. Howard, B. L., clergyman, Sargent, Neb.  
Edwin E. Harris, physician, Tabor, Iowa.  
J. H. Murphy, lawyer, Boulder, Mont.  
Lillie G. Gaston-Robbins, (Music), Courtland, Neb.

#### **Class of 1892.**

- Edward N. Prouty, B. S., civil engineer S. P. R. R., Sacramento, Cali.  
Myrtle Williams-Darling, B. S., Checotah, Ind. T.  
Alice E. Piper-Johnson, B. L., Ottumwa, Iowa.  
Abbie Merwin-Chambers, B. L., Ogden, Iowa.

#### **Class of 1893.**

- James Smith Torrence, A. B., clergyman, Laurel, Mont.  
Peter A. Johnson, A. B., clergyman, Ottumwa, Iowa.  
Effie Chambers, B. L., missionary, American Board, Oorfa, Turkey.  
Mary Barbour, B. L., teacher, Tabor, Iowa.

#### **Class of 1894.**

- Louise Fairfield-Harris, B. L., Tabor, Iowa.  
Annie McCredie, B. L., teacher, Millburn, Ill.  
Sylvia Mabel Drake-Brooks, B. L., 1121 8th ave., East Oakland, Cali.  
Myrtle Foot, B. L., missionary, American Board, Constantinople, Turkey.  
Fred W. Long, A. B., clergyman, Gaston, Ind.  
Winifred Wells-Donelan, (Music), Glenwood, Iowa.

#### **Class of 1895.**

- Charles B. Hatten, A. B., county clerk, Sidney, Iowa.  
Howard S. Galt, B. S., missionary, American Board, Tung Cho, China.  
William Henry Speese, B. L., Robinson ave., Dubuque, Ia.



- Florence A. Clarke, B. L., teacher, Tabor, Iowa.  
Myra McClelland, (Music), student, Smith College, Northampton, Mass.  
Viola Palmer, (Music), director dept. of Music, Iberia Academy, Iberia, Mo.  
Louise West-Galt, (Music), missionary, American Board, Tung Cho, China.  
N. Ellen Sheldon-Sheets, (Music), Lewis, Iowa.

**Class of 1896.**

- Ernest Emil Frisk, B. S., teacher, Omaha, Neb.  
Albert E. Barry, B. S., teacher, Seattle, Wash.  
Ben Hart Matthews, B. S., McDonald, Kas.  
Pearl Matthews, B. L., nurse, Los Angeles, Cali.  
Ella May Piper-Cully, B. L., Cooksville, Ill.  
Abbie Marie Gaston-Sheldon, B. L., Pawnee City, Neb.  
Clyde Osborn, A. B., lawyer, Denver, Colo.  
Harriet Ankeny-Harris, (Music), Corning, Iowa.  
Ruth Burnham-Cone, (Music), Momerice, Ill.  
May Barnes-Woolman, (Music), Tabor, Iowa.  
Gertrude Hawley-Greenwood, (Music), Shenandoah, Iowa.  
Emma Nordquist, (Music), Red Oak, Iowa.  
Daisy Williams-Trunkfield, (Music), N. Ontario, Cali.  
Edna Thain, (Music), piano instructor, Wauwatoosa, Wis.

**Class of 1897.**

- Roy Clifford Cully, A. B., clergyman, Cooksville, Ill.  
Edward Christian Schneider, B. S., Ph. D. (Yale), professor of biology, Tabor College, Tabor, Iowa.  
Louis Ray Wells, A. B., graduate student, Harvard University, Cambridge, Mass.  
Anna P. Brooks, A. B., 450 Palm avenue, Redlands, Cali.  
Nellie Antrim, (Music), Randolph, Iowa.  
Lillie May Ricker, (Music), Corning, Iowa.

**Class of 1898.**

- Fred E. Palmer, A. B., United Toilet Manufacturing Co.,  
507 Huxie building, Fort Worth, Texas.

- Louise Moulton, A. B., instructor in English and physical culture, Robinson Seminary, Exeter, N. H.  
James Albert McKenzie, A. B., clergyman, Grant City, Mo.  
John Ogilvie Stevenson, A. B., student of law, Waterloo, Ia.  
William Rufus Pratt, A. B., Hillsdale, Iowa.  
Luella Read, B. L., graduate student, State University, Ann Arbor, Mich.  
Frank Milton Sheldon, B. S., clergyman, 1213 10th street, Greeley, Colo.

### **Class of 1899.**

- Clark Briggs Cumings, B. S., auditing clerk, Mechanicsville, N. Y.  
Elsie M. Faurote, B. S., assistant principal High School, Fontanelle, Iowa.  
Clويد Logan Hall, B. L., assistant cashier State Bank, Tabor, Iowa.  
Jesse George Holmes, B. S., student medicine, Hamburg, Ia.  
Louise West-Galt, B. L., (Music 1895), missionary American Board, Tung Cho, China.  
Irene West, Ph. B., Winona, Minn.  
Alice L. West-Cole, A. B., Falls City, Neb.  
Homer Herschel Skaggs, A. B., farmer, Tabor, Iowa.  
Fred Farrand Osborn, A. B. (deceased).  
Mark Chandler Sutton, A. B., Burlington Buggy Co., 321 Garfield ave., Burlington, Iowa.  
Jesse B. Sutton, A. B., editor, Shenandoah, Iowa.  
Vera A. Tipple, (Music), assistant teacher in piano, Tabor College Conservatory, Tabor, Iowa.

### **Class of 1900.**

- Leon A. Baldwin, B. S., student of medicine, Rush Medical College, Chicago, Ill.  
James W. Blair, A. B., professor of Greek, Rollins College, Winter Park, Florida.  
Marie Edith Davis, B. L., Tabor Iowa.  
Edgar G. Frazier, Ph. B., assistant professor of public speaking, Kansas State University, Lawrence, Kas.

Mabel C. Huston, A. B., principal High School, Sidney, Ia.

Alice Keenan, Ph. B., Shenandoah, Iowa.

Clara Tuttle, A. B., teacher, Fontanelle, Iowa.

**Class of 1901.**

Thomas Askin, A. B., instructor in elocution, Tabor College,  
Tabor, Iowa.

Earnest Warren Barnes, Ph. B., graduate student, Brown  
University, Providence, R. I.

Emily Jane Colby, Ph. B., teacher, Tabor, Iowa.

Lina Foss, Ph. B., Omaha, Neb.

George Ralph Gaston, Ph. B., farmer, Tabor, Iowa.

Myron Clinton Gaston, A. B., graduate student, University  
of Iowa, Iowa City, Iowa.

Alice Ide-Moore, Ph. B., Providence, R. I.

Grace Eva Lawrence, Ph. B., graduate student, Radcliff Col-  
lege, Cambridge, Mass.

Ivy Lewis-Henderson, Ph. B., Forder, Colo.

Catherine Myrta Young, A. B., teacher, Surigao, Mindanao,  
P. I.

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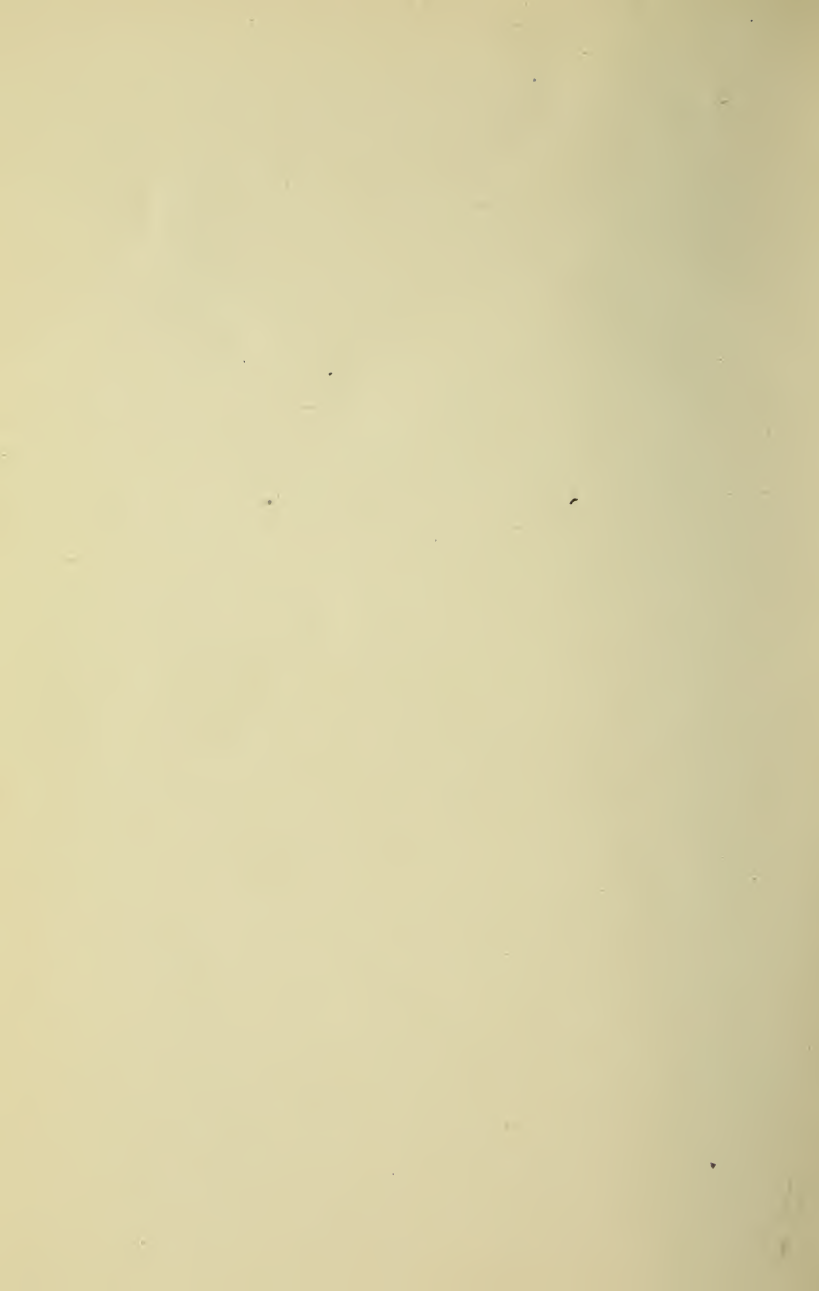
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